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ABSTRACT

The organization and activities of the Center for Instructional Development at Appalachian State University, North Carolina, are outlined. The Center is involved with instructional and faculty development in higher education. Basic responsibilities of the Center are development, evaluation, and media support services. The following aspects of the Center are covered: organization, personnel, major equipment acquisition, changes in physical plant, staff activity, external relations, operational matters, publications, future plans, major problems, accomplishments, and unit mission statement. Guidelines are presented for faculty and instructional development project selection, faculty employment for projects, and faculty released time during the academic year for projects. A financial statement for June 30, 1979 and project budget summaries are presented. Project descriptions are provided for 30 concluded Center projects for 1978-79 and 63 ongoing Center projects for 1978-79. (SW)

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CENTER FOR INSTRUCTIONAL DEVELOPMENT

CENTER FOR INSTRUCTIONAL DEVELOPMENT

1978-79

FOURTH ANNUAL REPORT

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ME 011 991

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George P. Antone, Coordinator of
Faculty Development

Mick Kreszock, Coordinator of
Media Support

Lillie B. Roark, Office Manager

Betty H. Henson, Secretary

Art Crawley
Annual Report Editor

Alvis L. Corum
Dean of Learning Resources

July 1, 1979

Center for Instructional Development
Appalachian State University
Boone, North Carolina 28608

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CENTER FOR INSTRUCTIONAL DEVELOPMENT

Appalachian State University

... 1 out of every 3 faculty members were directly involved in Center projects...

... 32 out of the 33 academic departments actively participated in Center related activities...

... 1,058 total attendance at 26 Center sponsored workshops and 12:10 Club luncheons...

... 93 instructional and faculty development projects were sponsored through the Center...

... $51,011 in May/June contract extensions involving 86 faculty members in 24 separate projects...

The Center for Instructional Development at Appalachian State University was created July 1, 1975, to provide a variety of instructional and faculty development services to departments and individual faculty members throughout the university. The Center is supportive, not directive, and provides services over and above departmental operating budgets. The Center for Instructional Development is directed by Dr. William C. Hubbard with the assistance of Dr. George P. Antone, Coordinator of Faculty Development. Mick Kreszock has recently been added one-quarter time as Coordinator of Media Support. The Center is an integral part of Learning Resources, Alvis L. Corum, Dean.

The Center for Instructional Development is involved with instructional and faculty development in higher education. Charged with the responsibility for the academic design and redesign of courses, programs, and academic activities, the Center provides a variety of services throughout the university. The basic responsibilities of the Center are (1) development, (2) evaluation, and (3) media support services; each of these components is a necessary part of the developmental process. In addition to instructional development, the Center is involved with faculty development and professional growth activities.

Organization

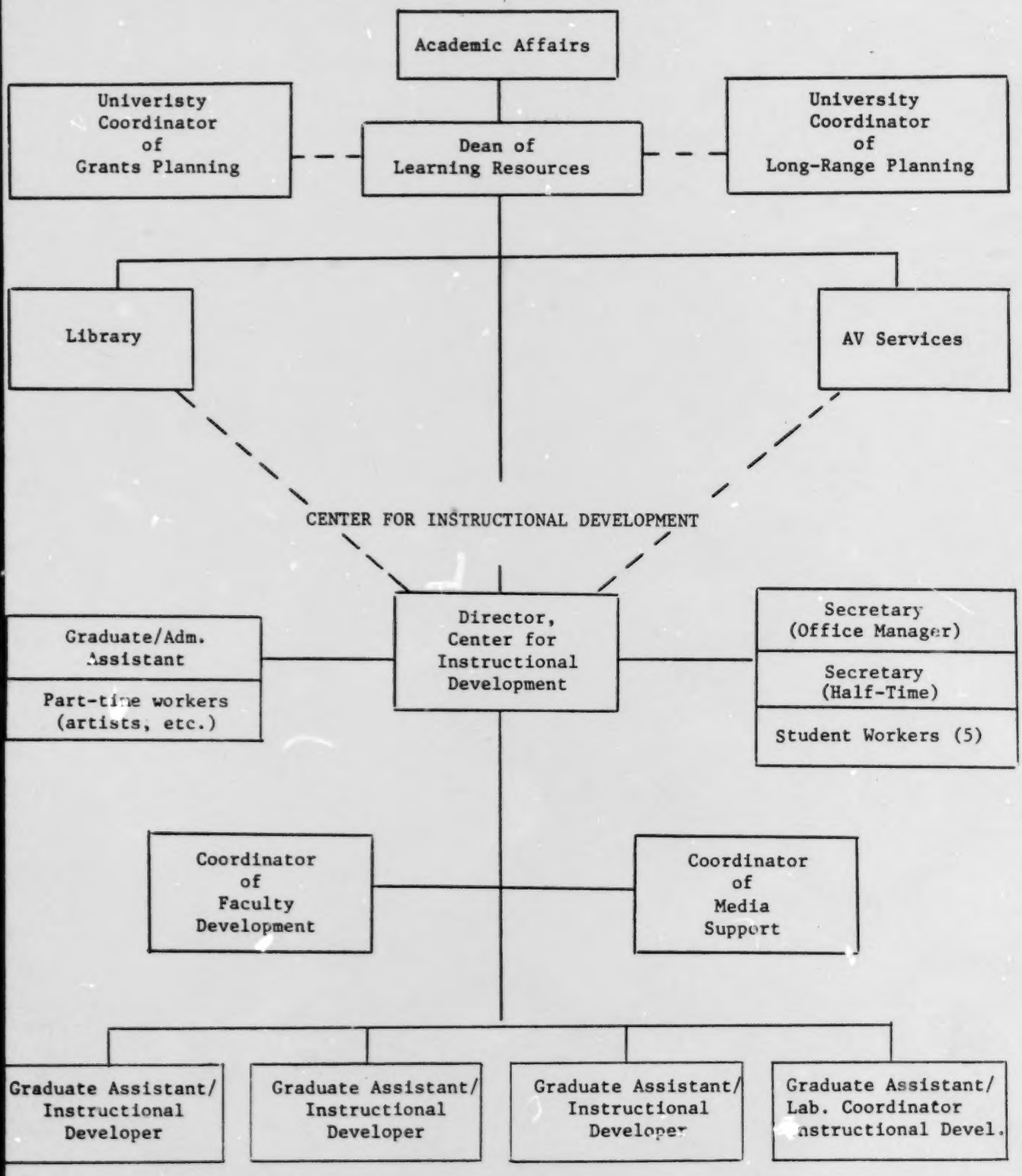
The Center consists of a team of individuals trained to work with departments and faculty members in implementing curricular design and redesign, and in planning and implementing professional growth activities for the faculty. The actual organization in 1978-79 and the proposed organization for 1979-80 are given in the accompanying charts. The 1979-80 chart shows the proposed addition of a faculty level Coordinator of Instructional Development.

Personnel

Mick Kreszock was added to the staff of the Center for Instructional Development as a one-quarter time Coordinator of Media Support late in the spring semester. He has specific responsibilities for coordinating media production efforts with Audiovisual Services where he works three-quarters of his time.

Appalachian State University

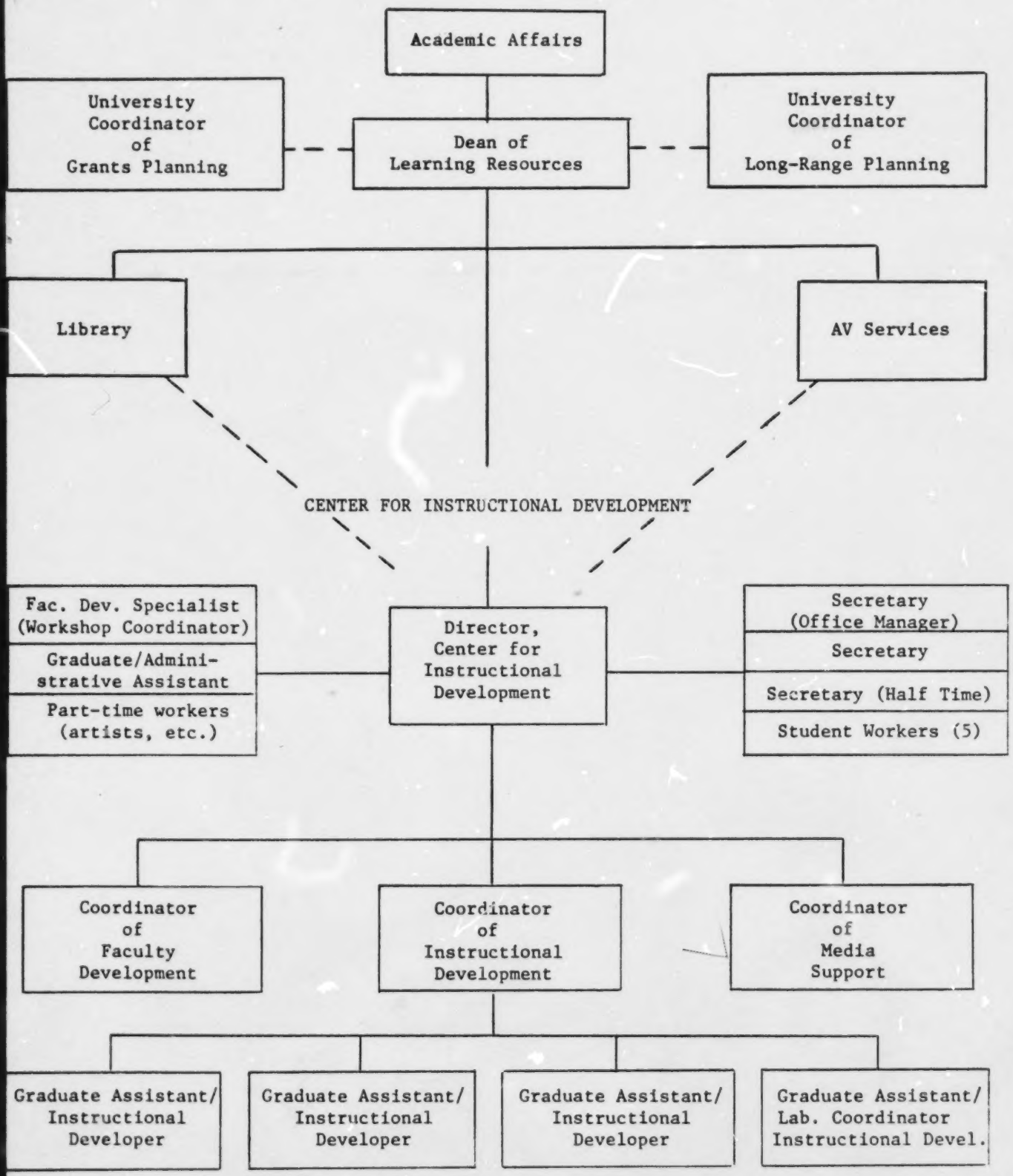
Center for Instructional Development



Center for Instructional Development
Organization for 1978-79

Appalachian State University

Center for Instructional Development



Center for Instructional Development
Proposed Organization for 1979-80

The major problem facing the Center for Instructional Development is the absence of an adequate number of faculty and staff personnel. This will be discussed later under problems.

Another problem area is the difficulty in getting promotion for part-time administrators. College status for Learning Resources is one possible way of initiating improved personnel procedures.

Personnel of the Center for Instructional Development for 1978-79 were as follows:

Faculty - William C. Hubbard, Director
(three-quarter time)

George P. Antone, Coordinator of Faculty Development
(one-quarter time)

Staff - Lillie B. Roark, Secretary and Office Manager

Betty H. Henson, Secretary (one-half time)

Graduate Assistants:

Art Crawley
Carolyn Harris
Linda Lefevers
Brenda Plaster
Barry Smith

Temporary Employees and Work-Study Students:

Joyce Aldridge (July 1978)
R. David Bradley (May 1979)
Mike J. Burney (April 1979)
Debbie E. Cook
Barry Dycus (April 1979)
Carolyn Harris (July 1978)
Peggy Hicks
Hank Holcomb (April 1979)
Lynn Hoover
John Humphries (April 1979)
Donnie Knell (April 1979)
Patsy Moore
Jane Rogers (July 1978)
Suzanne Ross (May 1979)
James Rudisill (April 1979)
Blake Woodlief

Project Review Board Members:

Carolyn Jamison, Learning Resources
Claire Mamola, College of Learning and Human Development
Richard Parrott, College of Continuing Education
Peter Petschauer, Watauga College
Al Rapp, College of Fine and Applied Arts
Tom Rhyne, College of Arts and Sciences
Mel Roy, College of Business
Ron Tuttle, Graduate School

Instructional Resource Persons:

Dr. Ray Betts, Professor of History, University of Kentucky

Dr. Malcolm Knowles, Distinguished Professor of Adult and Community College Education, North Carolina State University

Mr. John Miller, Senior Producer, British Broadcasting Corporation, Educational Division

Mr. Gary Ridout, Sex Equity Coordinator, Division of Vocational Education, North Carolina Department of Public Instruction

Dr. Jesse Shera, Dean Emeritus, School of Library Science, Case Western Reserve University

Mr. Tom Wright, Systems Analyst, UNIVAC

Dr. Robert Young, Assistant Director, Center for the Improvement of Teaching Effectiveness, Virginia Commonwealth University

Faculty Members Directly Involved in Center Projects, 1978-79
(Including Those Receiving May/June Contract Extensions):

Allen, Michael	Elementary Education
Askew, Joan	Health, Physical Education and Recreation
Atkins, Sally (2)	Counselor Education and Research
Auston, John	Communication Arts
Banzhaf, Robert	Industrial Arts and Technical Education
Barghothi, Jawad	Political Science
Blackburn, Ann	Business Education
Blackburn, Charles	History
Blanton, Linda	Special Education
Bock, Joleen (2)	Educational Media
Bohannon, Tom (4)	Mathematical Sciences
Bond, Betty	History
Brantz, Rennie	History
Bredow, Carl	Foreign Languages
Bruno, Frank	College of Learning and Human Development
Campbell, Beulah	Elementary Education
Carroll, Mary Ann	Philosophy/Religion
Carroll, Vernon	Communication Arts
Childress, Winston	Reading Education
Clarke, Judith	Health, Physical Education and Recreation
Clayton, Brenda	Health, Physical Education and Recreation
Cole, Susan (2)	Communication Arts
Cole, Terry	Communication Arts
Combs, Terry	Economics
Cooper, Leland (2)	Administration, Supervision and Higher Education
Cowley, Thomas (2)	History
Critelli, Nancy	Music
Culver, Tom	Office of Information Systems
Curd, Rudy	Mathematical Sciences
Davis, Judith	Educational Media
Davis, Tom	Philosophy/Religion
Deason, John	College of Learning and Human Development
Deni, Jim	Psychology
Derrick, F. Ray	Biology
Diaz-Solis, Ramon	Foreign Languages
Dorgan, Howard (3)	Communication Arts
Dowell, Max (2)	Psychology
Early, Theresa (2)	Mathematical Sciences
Elledge, Barry (2)	Economics
Ellis, Larry	Economics
Falconer, Joan	Music Library
Ferrell, Tom	Physics
Fletcher, Jeff	Educational Media
Force, Lorraine (2)	Art
Fox, Paul (2)	Psychology
Gade, Ole	Geography
Gaynor, Pat (2)	Office of Information Systems
Geary, John (3)	Business Education
Gerber, Bud (2)	General College

Golds, Gaye	Belk Library
Gora, Bill	Music
Graham, William	Industrial Arts and Technical Education
Gruen, Clemens (2)	Industrial Arts and Technical Education
Hall, Ralph (2)	Administration, Supervision and Higher Education
Harrill, Ed	Counselor Education and Research
Harris, Braxton	Administration, Supervision and Higher Education
Harris, Mark	Mathematical Sciences
Hartley, Peggy (2)	Foreign Languages
Hauser, Alan	Philosophy/Religion
Hicks, Marie (2)	Biology
Higbie, Robert	English
Hill, Keith	Belk Library
Holton, Oscar D.	English
Hubbard, Glenda	Counselor Education and Research
Humphrey, Richard	Philosophy/Religion
Hurley, Dan	English
Jamison, Tom	Secondary Education
Jenkins, Ken	Administration, Supervision and Higher Education
Jones, Bob (2)	Elementary Education
Justice, Ila	Educational Media
Kanoy, Ron	Health, Physical Education and Recreation
Keber, Robert	Geography
Kitchens, Anita	Mathematical Sciences
Kitchens, Larry	Mathematical Sciences
Lane, Ernest P.	Mathematical Sciences
Lanier, Ruby	History
Larson, Ole (2)	Health, Physical Education and Recreation
Lawrence, Joyce	Elementary Education
Levin, Dick	Psychology
Long, Jim (3)	Psychology
Long, Noyes	Art
Lysiak, Robert	English
Mackey, John	Watauga College
Maiden, Emory	English
Mamola, Claire (2)	Secondary Education
McEntire, Arnold (2)	Mathematical Sciences
McEwin, Ken	Elementary Education
McFadden-Gerber, Maggie	Watauga College
McFarland, Robert	English
McKinney, Harold	Music
McLaughlin, Tom	English
Meredith, Dean	Elementary Education
Mielke, David	Secondary Education
Millsaps, Steve	Economics
Moeller, Carl A. (4)	Industrial Arts and Technical Education
Morgan, Pat	Political Science
Moy, Roland (2)	Political Science
Murphy, Joe (2)	Educational Media
Naylor, Alice (2)	Educational Media
Nicklin, Bob (2)	Physics

Olander, Don	Chemistry
Park, O'Hyun	Philosophy/Religion
Parker, Gerald (2)	Reading Education
Petschauer, Peter (4)	Watauga College
Phelps, Joe	Music
Pritchett, John	Educational Media
Pulley, Judy	History
Purrington, Burt	Anthropology
Reighard, Pat	Communication Arts
Rhyne, Thomas	Chemistry
Richardson, Bob	Mathematical Sciences
Ross, Carl	History
Roten, Celia	Home Economics
Rothschild, Judy	Foreign Languages
Ruble, Ray	Philosophy/Religion
Rupp, Richard	Graduate School
Sack, Terry	Counselor Education and Research
Sanders, Paul	Mathematical Sciences
Schalk, Richard J.	Mathematical Sciences
Schmidt, DuMont (4)	Psychological Services
Schneider, Henry	Psychology
Scott, Leighton (2)	Watauga College
Seroka, James	Political Science
Sink, Don	Chemistry
Skibbe, Art	Psychology
Smith, Jamie	Elementary Education
Smith, Jim	Mathematical Sciences
Spann, Bunk	Center for Developmental Education
Stahl, Richard	Special Education
Stege, Les	Counselor Education and Research
Steinbrecher, William (2)	Health, Physical Education and Reserach
Stillwell, Dan	Geography
Stines, Jim	Philosophy/Religion
Stines, Joyce	Home Economics
Strickland, Ben	Counselor Education and Research
Tashner, John	Secondary Education
Terry, Joan	Home Economics
Thomason, Julia	Elementary Education
Thompson, J.A.	Political Science
Tomlinson, Rebecca	Health, Physical Education and Recreation
Turner, Ed (2)	Health, Physical Education and Recreation
Turpin, Bill	Economics
van der Bogert, Frans	Philosophy/Religion
Vanderpool, William (2)	Business Education
Walls, Joan	Psychology
Walls, Russ (3)	Psychology
Webb, Ken	General College
Webb, Fred	Geology
Wentworth, Jay	Watauga College
White, Elmer	Music
Whitener, Janice	Home Economics
Williams, Hubertien (2)	English
Williamson, Jerry	English
Wilson, Fred	Psychology
Winner, Robert	Mathematical Sciences
Winsor, Roger	Geography

Woodrow, Larry	Elementary Education
Wyatt, Toni	Health, Physical Education and Recreation
Zuckerman, Gil	Economics

Major Equipment Acquisition

Most equipment purchased this year was acquired for specific projects funded through the Center. Some television, and film strip viewing equipment was obtained for the two new learning labs in the Center. Using University and Title VI funds, the Center classroom was equipped with overhead, slide, and film projectors, and audio cassette equipment.

Changes in Physical Plant

The most obvious and positive change was the move to new quarters in late September, 1978. The Center, now located in room 124 of Whitener Hall, has adequate office space including space for faculty members working on projects. The classroom, seminar room, and both learning labs have received heavy use by faculty and students.

Staff Activity

Lillie Roark, Office Manager, attended several workshops/seminars during the 1978-79 academic year. One was the "You the Supervisor" seminar which began on Thursday, September 28, 1978, and ran for eight successive Thursdays. This consisted of a 30-minute cassette and discussion by participants at each session, which was geared to the needs and realities of the supervisor's working world. Also, on January 11, 1979, she attended a workshop titled "Beyond the Typewriter" which was designed to help secretaries in understanding themselves, their co-workers and supervisors. There were several other personnel-related meetings which she attended, e.g., meetings to discuss the staff employee and supervisory evaluations, postal seminar, among others. Mrs. Roark was a member of the ASU Staff Council until September, 1978.

Betty Henson, Secretary, attended a postal seminar in July, 1978.

William C. Hubbard is a member of the Academic Policies and Procedures Committee and is an ex-officio member of the Educational Development Committee. He is on the Learning Resources Administrative Council, the Ad Hoc Committee on Faculty Development for Non-Tenured Faculty, the College of Learning and Human Development Faculty Development Committee, the Community Education Committee, the Proposal Screening Committee for the Center for Developmental Education, and Committee III for the State Department of Public Instruction Self-Study.

As a consultant, Hubbard worked with Old Dominion University in instructional and faculty development. He attended a meeting for center personnel

sponsored by the Southern Regional Education Board and a Conference on Measurement and Evaluation sponsored by the University of North Carolina-Greensboro.

Of major importance to ASU is Hubbard's appointment as chairperson of the sixteen-member consortium of instructional and faculty development centers in the south. This group is an outgrowth of the Southern Regional Education Board Carnegie Corporation grant to work with centers in the area.

George P. Antone is acting chairman of the Department of History, served as a member of the Faculty Senate, chaired the Committee on Committees, and is a member of the University Budget Committee. He is an Equal Opportunity Associate and chaired the subcommittee on administration and organization of the SACS Self Study. During the current academic year, he was director of the History Department Instructional Development Project. Antone participated in the instructional development improvement workshop sponsored by the Undergraduate Education Program of the Southern Regional Education Board, and attended the dissemination conference sponsored by the American Historical Association Conference on Teaching. He presented three papers and published three book reviews in major journals. He has served as a consultant for a number of projects throughout the state.

Art Crawley, graduate assistant/instructional developer, attended the third annual Conference on Faculty Development and Evaluation in Higher Education, February 28, March 1-2, 1979, sponsored by the University of Florida, Gainesville.

Linda Lefevers, graduate assistant/instructional developer, attended the National Association of Student Personnel Administrators Conference April 8-11, 1979, in Washington, D.C.

External Relations

The Center received a Title VI-A grant for equipment. The $2,658 received was utilized by the Center, the General College, and the Department of Home Economics. The Center used its share of these funds to augment existing equipment in the Center classroom and learning labs.

Two additional Title VI grants were submitted, but future federal funding for this equipment program is unlikely.

Operational Matters

The move to Whitener Hall, room 124, is a significant step forward. Adequate office space is now available as are two learning labs and a small classroom.

Publications

English Colloquium Papers:

Buchanan, H.C. "Elizabeth Madox Roberts, The Quiet Agrarian"

Hibgie, Robert. "Play and Seriousness in Literature"

Higby, John. "Swift and Plain Appearances"

Miller, Eugene. "Film and the Fiction of Joseph Conrad"

Pancost, David. "Was There a Generation of American Naturalists?"

Rupp, Richard. "Riding Time Like Riding a River: The Eschatology of Hopkins' Wreck"

Force, Lorraine. Alternatives in Art Education. Boone, North Carolina: C.I.D., Appalachian State University, 1978.

Force, Lorraine. Bases for Decision Making in Art Education: A Handbook for Art 5009 Teaching Learning Processes in Art Education. Boone, North Carolina: C.I.D., Appalachian State University, 1978.

Force, Lorraine. Manual for On-Campus Practicum Children's Classes Art 5009 and SE 3150. Boone, North Carolina: C.I.D., Appalachian State University, 1978.

Hicks, Marie L. The Herbarium. Boone, North Carolina: C.I.D., Appalachian State University, 1978.

Scott, Leighton. Interfaces I. Boone, North Carolina: C.I.D., Appalachian State University, 1978.

Scott, Leighton. Interfaces II. Boone, North Carolina: C.I.D., Appalachian State University, 1979.

Seroka, James. Analyzing Public Policy: An Applied Approach. Boone, North Carolina: C.I.D., Appalachian State University, 1979.

Steinbrecher, William and Bob Light. Tennis. Boone, North Carolina: C.I.D., Appalachian State University, 1979.

Plans for the Future

The Center for Instructional Development will continue its solid program of instructional and curriculum projects while continuing to expand services in professional growth and faculty development. These activities must be more numerous and wide ranging than in the past.

Specifically, in addition to continuing faculty workshops, seminars, and communication groups such as the 12:10 Club, the Center proposes the following:

1. Faculty Exchange Relocation Funds, $2,000 annually -- It is recommended that a maximum of $1,000 in relocation (moving) expenses be paid to any faculty member accepting an exchange position. The $2,000 request is based on four exchanges each year with each faculty member receiving $500. If fewer than four exchanges occur, each exchange faculty member would receive additional funds up to the maximum of $1,000, but not to exceed

actual round trip moving expenses. The budget category already exists for this (object code 3900) if funds are available.

2. It is recommended that the Center for Instructional Development be designated as the clearinghouse/coordinating agency for all faculty exchange efforts campus-wide.

3. Funds for Faculty Attendance at Workshops (object code 3900) for Improving Teaching, $3,000 annually -- These funds would not be used for conventions, travel, or meetings related to subject areas. What should be provided is conference and workshop fees to allow faculty members to attend some of the numerous, and expensive, meetings available on improving teaching, research, and leadership skills. It is true that this idea might cause faculty members and chairpersons to make some hard decisions regarding how travel money is to be utilized, but more importantly, it would open up a whole new area of professional growth opportunities which are not utilized well at the present time. Requests for such conference fees would be processed through the Center Project Review Board just like all other projects, and most faculty members utilizing these funds would be asked to make a 12:10 Club presentation or conduct a workshop for our faculty as a result of their attendance at the conference.

4. Additional Printing/Xerox Funds, $3,000 annually -- It is proposed that the Center produce monographs written by faculty members for distribution to the entire faculty. The Center now produces a number of booklets and materials for classroom use, but we would like to add some materials for faculty members as a professional growth activity.

Major Problems

The absence of adequate staff and faculty positions continues to be the major problem for the Center for Instructional Development. Briefly summarized here in priority order are the Center personnel needs.

1. Secretary, Full Time -- This person would have major typing responsibilities and would also serve as a receptionist. Additionally, this individual would maintain the files of faculty exchanges, post doctoral fellowships, and other professional growth opportunities available for faculty members.

2. Workshop Planner (SPA), Full Time -- This individual would work completely on planning and organizing faculty workshops and communication groups such as the 12:10 Club, and would coordinate all activities utilizing the Center classroom.

3. Upgrading of Lillie Roark's Position -- Mrs. Roark functions as Office Manager and Production Coordinator while maintaining all budget records under the project budgeting approach to

accountability. She has direct supervisory responsibility for six people and coordination/supervision responsibilities with five graduate assistants/instructional developers.

4. Coordinator of Media Support, One-Half Time -- Having Mick Kreszock available as Coordinator of Media Support, one-quarter time, has been most helpful, but this position should be one-half to full time.

5. Coordinator of Instructional Development, One-Half Time -- A faculty level person is needed to work directly with projects. The high number of projects (93 in 1978-79) cannot be maintained without additional professional assistance.

One other problem area continues to exist, and that is the inadequacy of current promotion procedures as they relate to part-time administrators. If reasonably talented faculty members are to be encouraged to take on administrative assignments, promotion opportunities should relate to the job and unit in which the person actually performs rather than to "departmental homes". Departmental personnel committees are often not in a position to make valid judgments regarding these part-time administrators.

Accomplishments

A major accomplishment this year was moving into the new Center area in Whitener Hall (room 124). For the first time, adequate space is available for staff and project workers. The new area includes two medium sized learning labs, a small classroom, and a seminar room, all of which are receiving heavy use. It is estimated that 500 to 1,000 students have used these facilities as well as a large number of faculty members. It must be noted that the learning labs are not intended to replace other similar facilities, but exist for (1) development of and experimentation with new materials, and (2) to promote individualized instruction and the use of related materials.

Some interesting facts and figures are given on page one of this report. One hundred seventy-seven faculty members were directly involved in Center efforts this past year as project directors, review board, and ad hoc committee members, workshop facilitators, 12:10 Club presenters, etc. One thousand fifty-eight was the total attendance figure for faculty and administrators attending Center workshops and 12:10 Club luncheons in 1978-79. There were 93 projects during the year, and 24 projects involving faculty members during May and June. Funds for contract extensions in May and June totaled $51,011. Six faculty members received one-quarter released time

for one semester each to work on instructional development projects. Thirty-two departments, excluding only Military Science, were involved in Center activities in some way.

It is somewhat staggering to find that one out of every three faculty members at ASU had some direct involvement with the Center for Instructional Development in 1978-79. When those attending workshops, 12:10 Club luncheons, etc. are added to this list and consideration is given to students and faculty members utilizing Center facilities, it is apparent that the Center for Instructional Development has beome a major academic service organization at Appalachian State University.

Unit Mission Statement

The Core Mission: The major goal/mission of this unit is to improve the quality of teaching/learning at this institution. The Center is involved with both faculty and instructional development within this context.

The Center for Instructional Development is charged with instructional development responsibilities of academic design and redesign of courses, programs, and academic activities. Included in this function are curriculum development, coordination of program implementation, evaluation of projects, and coordination of media support services. Another integral part of the Center's activity is involvement with faculty development. The Center is supportive, not directive, and provides services over and above departmental operating budgets.

The Specific Mission: The basic responsibilities of the Center for Instructional Development are:

1. Development
    a. Instructional Development
        (1) Academic design and redesign of courses, programs and academic activities
        (2) Curriculum development, including generation of ideas about content and structure
        (3) Coordination of
            (a) program implementation
            (b) project initiation and selection
        (4) Development of materials
        (5) Field testing of pilot projects
    b. Faculty Development
        (1) Survey of informational needs (teaching techniques, alternate classroom delivery systems, testing and measurement, computer test-scoring)
        (2) Seminars and workshops to meet professional needs

(3) Faculty exchange programs
(4) Advanced study programs
(5) Other professional growth activities

2. Evaluation

   a. Providing meaningful data throughout the life of a project concerning student attitudes and abilities, faculty interest, community need, university priority, achievement of project objectives, and cost data

   b. Providing meaningful data during the field testing and revision phases concerning individual components and the total project

3. Media Support Services

   a. Coordination of production of materials for course design and workshop/seminar presentation (graphic arts, printing, photography)

   b. Provision of audiovisual equipment for projects

The Center provides assistance with:

1. Individualized instructional packages
2. Audiovisual aids
3. Learning activity booklets
4. Specialized materials
5. Preparing syllabi and course descriptions
6. Evaluation instruments for Center funded projects
7. Monographs for local use
8. Text materials for local use
9. Educational objectives
10. Test construction
11. Faculty development seminars
12. May/June faculty salaries for project activity
13. Faculty released time for instructional project development
14. Advanced study opportunities for faculty
15. Exchange and internship programs
16. Other aspects of instructional and faculty development

The Essential Mission: The Center for Instructional Development has as its primary purpose the commitment to instructional and faculty development at Appalachian State University.

Center for Instructional Development Procedures and Activities

I. Guidelines for Project Selection

A. Project Review Board - members of this board will be recommended by the deans through the Director of the Center for Instructional Development, the Dean of Learning Resources and appointed by the Vice Chancellor for Academic Affairs. This group consists of one member from each of the following:

College of Arts and Sciences
College of Business
College of Fine and Applied Arts
College of Learning and Human Development
College of Continuing Education
General College
Learning Resources
Graduate School

This group will meet monthly, September through May, when there are project proposals to be considered. Proposals recommended for funding are sent through the Director of the Center for Instructional Development and the Dean of Learning Resources to the Vice Chancellor for Academic Affairs for final approval. The Review Board can also recommend modification of proposals or projects in progress.

B. Project proposals - should be simple, but complete, and should contain seven elements.

1. What is to be done?
2. Why should it be done?
3. How will it be evaluated?
4. Personnel involved
5. Letters of support and/or continuation of funding (primarily from chairperson and dean)
6. Budget: credit with the Center
7. Time: approximate duration of the effort

C. Project selection - project proposals may be submitted to the Center at any time. No strict submission dates exist, and projects are considered at any time. If projects are approved and budgeted funds are not available, the project is delayed and implemented in the next budgeting period. An alternative is to implement certain aspects of a project while awaiting more complete funding at a later date. Projects are judged on the following criteria:

1. Importance to the total University (faculty and students).
2. Importance to the College from which the proposal came.
3. The commitment of the department or group of departments generating the proposal; projects involving groups of faculty members receive priority over individiual projects.
4. The totality of the undertaking as an instructional or faculty development effort. Complete instructional or faculty development efforts take priority over simple equipment requests.

D. Director, Center for Instructional Development - heads the Center and reports the status of projects to the Project Review Board. He suggests changes in projects as necessary. A status report of projects is submitted annually. The Director has some discretionary funds. He uses these when immediate budget decisions are needed, and when it is appropriate to provide small amounts for start-up or feasibility study activities. All such decisions by the Director are reported to the Project Review Board, and of course the Director is accountable for any such expenditures.

E. Coordinator of Faculty Development - is responsible to the Director for the coordination of faculty development, faculty renewal, and professional growth activities campus-wide. The Coordinator seeks new ideas and approaches to professional growth activities, plans and conducts faculty workshops and seminars, and works with college and departmental groups to enhance and encourage their participation in faculty development efforts.

F. Coordinator of Media Support - is responsible to the Director for the coordination of media support and production efforts in projects requiring such assistance. The Coordinator also serves as an instructional developer and resource person for all Center projects.

G. Budgeting of Center for Instructional Development funds - funds are allocated to projects as "credit" with the Center, and the Director attempts to maximize the effectiveness of these funds. The Center does not award grants, but works with approved projects to enhance and improve instruction, and to aid and encourage faculty renewal and professional growth. Supplies and equipment provided by the Center are charged to projects. Since Center funds come primarily from State allocations for supplies and equipment, it is likely that project-related travel, for example, will have to be paid from departmental or college travel budgets. Departmental and college contributions to a project should be listed in the budget section of the project proposal. It should be noted that Academic Affairs, Learning Resources, and the Center for Instructional Development are committed to seeking increased funding for the Center from the State and outside sources.

II. Guidelines for May/June Faculty Employment for Instructional and Faculty Development Projects

Faculty salary funds are available for project activity from the end of the Spring Semester through June 30. The amount available each year will be determined by the Vice Chancellor for Academic Affairs.

A. This program is open only to academic year (nine-month) contract faculty members.

B. One to four weeks employment (maximum of four weeks) is possible between the end of the Spring Semester and June 30.

C. The salary will be a proportionate amount of the academic year contract salary (four weeks equals one month's salary).

D. Faculty members will be expected to do project work on-campus.

E. No dual employment situations, overlapping with summer school employment, or other overlapping employment commitments to ASU are allowed.

F. All personnel requests to the Center for Instructional Development must include approval from the chairpersons and deans involved. When possible, the chairpersons and deans will rank in priority order all requests coming from the same department and college. Because proposals are considered monthly, deadline dates are not generally utilized and it could be difficult at times to make priority rankings.

G. The approval process is the same as for project selection by the Center for Instructional Development. Requests for May/June employment may come as an addendum to an existing project or as a new instructional or faculty development effort. Some projects, such as workshops, might include activity limited totally to the May/June period.

H. The Center for Instructional Development will make appropriate resources available for the project. The Center has the responsibility for monitoring the progress of projects and for submitting reports concerning the status of projects to the Vice Chancellor for Academic Affairs.

I. All proposals to the Center must be planned and worked through with Center personnel prior to submission to the Project Review Board.

III. Guidelines for Faculty Released Time During the Academic Year for Instructional and Faculty Development Projects

Some part-time faculty assignments to the Center for Instructional Development for project activity are available during the academic year.

A. This program is open to full-time faculty members.

B. These part-time assignments to the Center for instructional and faculty development efforts will normally provide one-quarter or one-half released time for one semester or one academic year depending upon the nature of the faculty member's involvement in the project.

C. Graduate assistant replacements for the faculty member will be available to the department through the Center for Instructional Development. Such graduate assistants will be selected in the usual manner by the chairperson of the department involved working with the dean of the college and the dean of the Graduate School.

D. Requests for part-time instructors rather than graduate assistant replacements for faculty members will be considered individually. Budget constraints necessitate that these requests be held to a minimum.

E. Faculty members will be expected to do project work on-campus.

F. All personnel requests to the Center for Instructional Development must include approval from the chairpersons and deans involved. When possible, the chairpersons and deans will rank in priority order all requests coming from the same department and college. Because proposals are considered monthly, deadline dates are not generally utilized and it could be difficult at times to make priority rankings.

G. The approval process is the same as for project selection by the Center for Instructional Development. Requests may come as an addendum to an existing project or as a new instructional or faculty development effort.

H. The Center for Instructional Development will make appropriate resourses available for the project. The Center has the responsibility for monitoring the progress and for submitting reports concerning the status of projects to the Vice Chancellor for Academic Affairs.

I. All proposals to the Center must be planned and worked through with Center personnel prior to submission to the Project Review Board.

IV. Projects

In 1978-79, the Center had 93 projects involving 177 different faculty members as directors, or in leaderhsip roles. In May and June, salaries were provided for 86 faculty members to work from 2 days to four weeks each on instructional and faculty development projects, and six faculty members had some released time for project activity during the academic year. Each of the these projects is discussed in the Appendixes to this report, and other statistical data are found in the Accomplishments section of this report.

V. Evaluation

The Center uses a project-management budget system and accountability is established through an annual project status report which includes cost data. Projects are evaluated individually and evaluation is understood to be an integral part of all Center activities.

Financial Statement, June 30, 1979

State Supply and Equipment Funds, 1978-79	$39,945.00
Special Allocation from Academic Affairs for construction of C.I.D.	15,000.00
State funds expended, 1978-79	58,230.22
State funds encumbered, 1978-79	256.53
	-3,541.75
Reimbursements from various sources (primarily xerox)	+2,915.60
Remaining	-626.15
Ford Venture Grant Fund, July 1, 1978	$ 3,000.00
Expended, 1978-79	1,163.57
Remaining	$ 1,836.43
Special Instructional Development Consolidated Fund July 1, 1978	$ 2,767.86
Income, 1978-79	2,823.00
Expended, 1978-79	1,733.12
Remaining	$ 3,857.74
Personnel	
Faculty and Staff	$39,964.00
Graduate Assistants	9,600.00
Temporary Wage Allocation	5,120.00
(C.I.D. -- $4,220 Academic Affairs -- $700 College of Arts and Sciences -- $150 Philosophy/Religion Department -- $50)	
Work-Study Allocation	5,100.00
	$59,784.00
Special Allocations from Academic Affairs	$12,419.56
Construction of C.I.D. (Carpeting -- $5,000.00 Trane (air conditioning) -- $4,799.80 Mountain Heating and Cooling -- $2,619.76)	
Instructional Resource Persons	$ 1,890.00
Ray Betts -- $200	
Malcolm Knowles -- $200	
John Miller -- $470	
Jesse Shera -- $350	
Robert Young -- $670	
Faculty Released Time (Spring, 1979) (funds for graduate assistant replacements)	$ 8,400.00
May/June 1979 Personnel Funds	$51,011.00
Travel Expenditures	461.94
Telephone Expenditures	3,229.30
Postage Expenditures	404.88
TOTAL ALL EXPENDITURES	$198,727.59

Center for Instructional Development
1978-79

	Date Started	Status	Total Budget Allocation	Expended 1978-79	Encumbered	Remaining
1. ENVIRONMENTAL OUTDOOR LEARNING CENTER College of Arts and Sciences Department of Biology Dr. F. Ray Derrick Bill Hubbard	7/1/75	Concluded	$ 900.00	-0-	-0-	$ 715.16
2. SIMULATED FIELD EXPERIENCES IN TEACHER EDUCATION PROGRAMS College of Fine and Applied Arts Department of Industrial Arts Dr. Carl A. Moeller Brenda Plaster	7/1/75	Concluded	$2,000.00	$ 43.30	-0-	$ 168.20
3. IMPROVEMENT OF INSTRUCTION IN SHORTHAND COURSES College of Business Department of Business Education and Office Administration Mrs. Ann Blackburn Art Crawley	7/1/75	Concluded	$4,042.83	-0-	-0-	$ 256.28
4. VIDEOTAPING OF EXEMPLARY SCHOOL PROGRAMS Colleges of Fine and Applied Arts, Learning and Human Development, Arts and Sciences Departments of Home Economics, Industrial Arts, Foreign Languages, Reading Education Dr. Joan Terry Dr. Carl Moeller Dr. Peggy Hartley Dr. Gerald Parker Brenda Plaster	9/25/75	Concluded	$3,264.00	$ 896.09	-0-	- 298.79

	Date Started	Status	Budget Allocation	Expended 1978-79	Encumbered	Remaining
5. INTER-DEPARTMENTAL USE OF THE ASCENT OF MAN General College, Watauga College, College of Arts and Sciences Dr. Leslie E. Gerber Dr. Peter Petschauer Dr. Rennie Brantz Dr. Tom Ferrell Brenda Plaster	10/31/75	Concluded	$11,000.00	$ 4.96	-0-	$ 502.28
6. VIDEOTAPE DEMONSTRATIONS OF THERAPY TECHNIQUES College of Learning and Human Development Department of Counselor Education and Research Dr. Ed Harrill Linda Lefevers	2/17/76	Concluded	$ 725.00	-0-	-0-	$ 471.43
7. ART FIELD-BASED GRADUATE PROGRAM College of Fine and Applied Arts Department of Art Dr. Lorraine Force Lillie Roark	4/20/76	Concluded	$ 2,300.00	$ 740.82	-0-	- 134.69
8. INSTRUCTIONAL SUPPLIES FOR GERMAN COURSE College of Arts and Sciences Department of Foreign Languages Mr. Carl Bredow Lillie Roark	4/20/76	Concluded	$ 250.00	-0-	-0-	- 53.77
9. CREATIVE MEDIA RESOURCE CENTER AND INTERDISCIPLINARY CREATIVITY COURSE Colleges of Fine and Applied Arts and Arts and Sciences Departments of Health, Physical Education and Recreation and Psychology Dr. Ed Turner Dr. Russ Walls Art Crawley	3/8/77	Concluded	$ 7,000.00	$ 862.15	-0-	$ 133.31

		Date Started	Status	Budget Allocation	Expended 1978-79	Encumbered	Remaining
10.	FACULTY USER'S GUIDE Office of Information Systems Dr. Patricia Gaynor Lillie Roark	9/8/76	Concluded	$ 390.00	$ 16.72	-0-	- 108.53
11.	ERIC COMPUTER CAPABILITIES AT ASU Learning Resources Belk Library Ms. Nancy Garvey Ms. Carol Mater Mr. Keith Hill Carolyn Harris	9/8/76	Concluded	$3,000.00	$ 237.34	-0-	$ 263.19
12.	PRINTED MATERIALS TO SUPPLEMENT TENNIS VIDEOTAPES College of Fine and Applied Arts Department of Health, Physical Education and Recreation Dr. William Steinbrecher Linda Lefevers	11/16/76	Concluded	$2,200.00	$2,033.22	-0-	$ 381.42
13.	EVALUATING THE EFFECTIVENESS OF THE HELPING SKILLS TRAINING PROGRAM Student Affairs, College of Arts and Sciences Dr. DuMont Schmidt Dr. Richard Levin Carolyn Harris	11/16/76	Concluded	$ 850.00	-0-	-0-	- 301.72
14.	TEXT ON STRUCTURED FORTRAN COMPUTER PROGRAMMING College of Arts and Sciences Department of Mathematical Sciences Mr. Arnold McEntire Brenda Plaster	1/18/77	Concluded	$ 810.00	$ 19.90	-0-	$ 783.38
15.	COMPUTER SIMULATION GAME College of Arts and Sciences Department of Political Science Dr. Roland Moy Barry Smith	2/15/77	Concluded	$ 800.00	-0-	-0-	$ 559.72

		Date Started	Status	Budget Allocation	Expended 1978-79	Encumbered	Remaining
16.	INSTRUCTIONAL TELEVISION UTILIZATION College of Learning and Human Development Department of Educational Media Dr. Jeff Fletcher Mr. Joe Murphy Brenda Plaster	3/8/77	Concluded	$ 2,807.40	$ .55	-0-	$ 15.36
17.	COURSE DEVELOPMENT, GIFTED AND TALENTED PROGRAM College of Learning and Human Development Department of Special Education Dr. Richard Stahl Dr. Linda Blanton Linda Lefevers	3/8/77	Concluded	$ 300.00	-0-	-0-	$ 293.40
18.	CURRICULUM DEVELOPMENT, PSYCHOLOGY AND EDUCATION Colleges of Arts and Sciences and Learning and Human Development Departments of Psychology, Elementary Education and Secondary Education Dr. Fred Wilson Dr. John Tashner Dr. Bob Jones Brenda Plaster	3/8/77	Concluded	$ 400.00	$ 158.15	-0-	$ 27.26
19.	CAFETERIA (PURDUE) FACULTY EVALUATION SYSTEM General College Watauga College Dr. Peter Petschauer Linda Lefevers	4/19/77	Concluded	$ 100.00	-0-	-0-	- 28.41
20.	FACULTY DEVELOPMENT WORKSHOP College of Arts and Sciences Psychological Services Center Dr. DuMont Schmidt Linda Lefevers	3/29/78	Concluded	$ 50.00	-0-	-0-	$ 31.17

		Date Started	Status	Budget Allocation	Expended 1978-79	Encumbered	Remaining
21.	INTERFACES General College Watauga College Dr. Leighton Scott Lillie Roark	11/15/77	Concluded	$ 1,200.00	$1,393.83	-0-	$ 752.08
22.	SEMINAR IN APPLIED MULTIVARIATE STATISTICS College of Arts and Sciences Department of Mathematical Sciences Dr. Tom Bohannon Barry Smith	12/13/77	Concluded	$ 200.00	-0-	-0-	$ 109.56
23.	MATH ANXIETY CLINIC FOR SUMMER, 1978 College of Arts and Sciences Department of Mathematical Sciences Ms. Anita Kitchens Mr. Arnold McEntire Dr. Theresa Early Dr. Tom Bohannon Lillie Roark	3/29/78	Concluded	$ 381.00	$ 105.25	-0-	$ 145.17
24.	PE 1550 PROJECT College of Fine and Applied Arts Department of Health, Physical Education and Recreation Dr. William Steinbrecher Dr. Ole Larson Dr. Judith Clarke Ms. Toni Wyatt Linda Lefevers	3/29/78	Concluded	$ 200.00	$ 25.60	-0-	$ 173.70
25.	HERBARIUM INDEX PROJECT College of Arts and Sciences Department of Biology Dr. Marie Hicks Lillie Roark	3/29/78	Concluded	$ 2,790.00	$2,733.61	-0-	$ 56.39

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		Date Started	Status	Budget Allocation	Expended 1978-79	Encumbered	Remaining
26.	INSTRUCTIONAL DEVELOPMENT PROPOSAL College of Learning and Human Development Department of Educational Media Dr. Joleen Bock Linda Lefevers	3/29/78	Concluded	$ 90.00	$ 110.65	-0-	- 102.86
27.	BIOFEEDBACK TRAINING LABORATORY Counseling Center and College of Arts and Sciences Counseling Center, Psychology, Mathematical Sciences Dr. DuMont Schmidt Linda Lefevers	4/18/78	Concluded	$ 4,800.00	$4,878.78	-0-	- 78.78
28.	INTERDISCIPLINARY CONFERENCE ON INFORMATION SCIENCE (JESSE SHERA) College of Learning and Human Development Department of Educational Media Dr. Alice Naylor Art Crawley Barry Smith	9/19/78	Concluded	$ 450.00	$ 586.04	-0-	- 136.04
29.	JOHN MILLER, INSTRUCTIONAL RESOURCE PERSON Colleges of Learning and Human Development and Arts and Sciences Departments of Administration, Supervision, and Higher Education Dr. Ralph Hall Dr. Leland Cooper Dr. Russ Walls Art Crawley Barry Smith	2/20/79	Concluded	$ 470.00	$512.07	-0-	- 42.07

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		Date Started	Status	Budget Allocation	Expended 1978-79	Encumbered	Remaining
30.	CREATIVITY WORKSHOPS Colleges of Fine and Applied Arts and Arts and Sciences Departments of Health, Physical Education and Recreation and Psychology Dr. Edward Turner Dr. Russ Walls Barry Smith	2/20/79	Concluded	$ 65.00	$ 122.96	-0-	- 57.96
31.	DEVELOPMENT OF AUDIOVISUAL TEACHING AIDS FOR CLOTHING CLASSES College of Fine and Applied Arts Department of Home Economics Mrs. Celia Roten Mrs. Janice Whitener Holly Schofield	7/1/75	Ongoing	$ 1,200.00	$ 543.75	-0-	$ 194.00
32.	INDIVIDUALIZED INSTRUCTION IN SPORTS MEDICINE College of Fine and Applied Arts Department of Health, Physical Eduation and Recreation Mr. Ron Kanoy Linda Lefevers	9/16/76	Ongoing	$ 1,000.00	-0-	-0-	$ 412.70
33.	A MODIFIED KELLER PLAN FORMAT FOR THE INTRODUCTORY CHEMISTRY PROGRAM College of Arts and Sciences Department of Chemistry Dr. Thomas C. Rhyne Dr. Don Sink Art Crawley	11/18/75	Ongoing	$17,415.00	$ 16.65	-0-	$1,778.05
34.	INSTRUCTION IN POST-SECONDARY EDUCATION College of Learning and Human Development Department of Administration, Supervision and Higher Education Dr. Ralph Hall Linda Lefevers	11/18/75	Ongoing	$ 500.00	$115.95	-0-	- 476.93

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		Date Started	Status	Budget Allocation	Expended 1978-79	Encumbered	Remaining
35.	VIDEOTAPES OF HAYDN STRING QUARTETS College of Fine and Applied Arts Department of Music Ms. Nancy Critelli Carolyn Harris	4/20/76	Ongoing	$ 600.00	.20	-0-	$ 597.60
36.	WORKSHOP FOR GRADUATE ASSISTANTS Graduate School and Center for Instructional Development Dr. Richard H. Rupp Dr. William C. Hubbard Art Crawley	5/10/76	Ongoing	$ 3,073.60	$ 355.88	-0-	$1,442.69
37.	EXPERIMENT IN GENERAL EDUCATION General College Dr. Art Skibbe Dr. O.K. Webb Carolyn Harris	9/8/76	Ongoing	$ 500.00	$ 96.04	-0-	$ 109.16
38.	INTERDISCIPLINARY WORKSHOPS Watauga College Dr. Peter Petschauer Linda Lefevers	9/8/76	Ongoing	$ 475.00	$ 557.67	-0-	- 116.60
39.	HISTORY DEPARTMENT PROJECT IN INSTRUCTIONAL DEVELOPMENT College of Arts and Sciences Department of History Dr. Charles Blackburn Carolyn Harris	2/15/77	Ongoing	$19,800.00 (1976-77) $19,600.00 (1977-78)	$1,305.99	-0-	$ 786.34
40.	12:10 CLUB Center for Instructional Development Art Crawley	2/15/77	Ongoing	$ 410.00	$ 533.24	-0-	- 340.36
41.	VIDEOTAPED INSTRUCTIONAL MODULES FOR COMMUNICATION ARTS College of Fine and Applied Arts Department of Communication Arts Dr. Howard Dorgan Carolyn Harris	3/8/77	Ongoing	$ 950.00	$ 106.00	-0-	$ 844.00

		Date Started	Status	Budget Allocation	Expended 1978-79	Encumbered	Remaining
42.	**MATERIALS DEVELOPMENT, FOREIGN LANGUAGES AND ECONOMICS** Colleges of Arts and Sciences and Business Departments of Foreign Languages and Economics Dr. Judith Rothschild Dr. William Turpin Linda Lefevers	3/8/77	Ongoing	$ 1,210.00	$ 46.85	-0-	$1,012.99
43.	SLIDE/TAPE PRESENTATION College of Learning and Human Development Department of Counselor Education and Research Dr. Terry Sack Linda Lefevers	4/19/77	Ongoing	$ 275.00	$ 4.83	-0-	$ 147.28
44.	ALDP PROGRAM, ENGLISH COMPOSITION PROJECT College of Arts and Sciences Department of English Dr. Hubertien Williams Art Crawley	2/21/78	Ongoing	$ 800.00	$ 45.71	-0-	$ 685.67
45.	EXILE AND RETURN: THE GERMAN DIASPORA UNDER THE NAZIS General College, College of Arts and Sciences Department of History Dr. Thomas Cowley Barry Smith	9/20/77	Ongoing	$ 2,800.00 (plus $1,345.94 from other sources)	$ 194.06	-0-	- 223.39
46.	INSTRUCTIONAL DEVELOPMENT IN GEOLOGY College of Arts and Sciences Department of Geology Dr. Fred Webb Carolyn Harris	9/20/77	Ongoing	$ 500.00	-0-	-0-	$ 473.90

		Date Started	Status	Budget Allocation	Expended 1978-79	Encumbered	Remaining
47.	CURRICULUM NEEDS ASSESSMENT STUDY College of Learning and Human Development Dr. Ken Jenkins Dr. Frank Bruno Debbie Cook	10/18/77	Ongoing	$ 860.00	$ 160.03	-0-	$ 537.97
48.	INDIVIDUALIZED INSTRUCTION IN FOREIGN LANGUAGES College of Arts and Sciences Department of Foreign Languages Dr. Peggy Hartley Carolyn Harris	12/13/77	Ongoing	$ 2,000.00	$1,213.89	-0-	$ 435.36
49.	TEACHER EDUCATION: PSYCHOLOGY AND EDUCATION Colleges of Arts and Sciences and Learning and Human Development Departments of Psychology and Secondary Education Dr. Claire Mamola Dr. Jim Long Art Crawley	1/19/78	Ongoing	$ 410.00	$ 2.80	-0-	$ 286.75
50.	INTRODJCTORY PUBLIC POLICY COURSE CURRICULA College of Arts and Sciences Department of Political Science Dr. James Seroka Carolyn Harris	1/19/78	Ongoing	$ 2,400.00	$ 408.03	-0-	$1,991.97
51.	ENGLISH COLLOQUIUM College of Arts and Sciences Department of English Dr. Emory Maiden Dr. Robert Higbie Lillie Roark	1/19/78	Ongoing	$ 325.00 (plus $100 from Grad. School)	$ 102.55	-0-	$ 181.21

		Date Started	Status	Budget Allocation	Expended 1978-79	Encumbered	Remaining
52.	**NEW APPROACHES TO INTRODUCTORY REGIONAL GEOGRAPHY** College of Arts and Sciences Department of Geography Dr. Ole Gade Dr. Roger Winsor Carolyn Harris	2/21/78	Ongoing	$ 9,095.34	$3,324.16	-0-	$5,766.95
53.	INDIVIDUALIZED CBTE COURSE IN EDUCATIONAL PSYCHOLOGY College of Arts and Sciences Department of Psychology Dr. Paul Fox Linda Lefevers	2/21/78	Ongoing	$ 500.00	$ 383.54	-0-	- 51.96
54.	INTRODUCTION TO SPEECH COMMUNICATION College of Fine and Applied Arts Department of Communication Arts Dr. Terry Cole Carolyn Harris	3/29/78	Ongoing	$ 2,250.00	$ 85.44	-0-	$2,134.96
55.	INTERNATIONAL CHILDREN'S LITERATURE Colleges of Learning and Human Development and Arts and Sciences Departments of Elementary Education and History Dr. Ruby Lanier Miss Beulah Campbell Barry Smith	3/29/78	Ongoing	$ 600.00	$ 517.29	-0-	$ 4.76
56.	IDENTIFICATION AND CLASSIFICATION OF LAW RELATED ASU LIBRARY HOLDINGS College of Business Department of Business Education and Office Administration Dr. John Geary Dr. William Vanderpool Art Crawley	3/29/78	Ongoing	$ 100.00	$ 1.65	-0-	$ 97.11

		Date Started	Status	Budget Allocation	Expended 1978-79	Encumbered	Remaining
57.	MANUAL FOR DESIGNING WITH TYPE AND COLOR College of Fine and Applied Arts Department of Industrial Arts and Technical Education Dr. Robert Banzhaf Dr. Clemens Gruen Lillie Roark	3/29/78	Ongoing	$ 1,550.00	$ 3.75	-0-	$1,546.25
58.	LABORATORY MANUAL FOR PHYSICS OF SOUND PH 1105 College of Arts and Sciences Department of Physics Dr. Robert Nicklin Barry Smith	3/29/78	Ongoing	$ 630.00	$ 565.61	-0-	$ 64.39
59.	STATISTICAL APPLICATIONS IN AUDITING College of Business Department of Economics Dr. Gil Zuckerman Carolyn Harris	3/29/78	Ongoing	$ 570.00	$ 19.34	-0-	$ 547.26
60.	PLANNING THE VIDEOTAPING OF MODULES IN AH 5440, INSTRUCTION IN POST-SECONDARY INSTITUTIONS College of Learning and Human Development Department of Administration, Supervision, and Higher Education Dr. Leland Cooper Linda Lefevers	3/29/78	Ongoing	$ 100.00	$ 28.49	-0-	$ 71.51
61.	HAND HELD COMPUTER PROPOSAL College of Arts and Sciences Department of Mathematical Sciences Dr. Bob Richardson Barry Smith	3/29/78	Ongoing	$ 988.00	$ 703.00	-0-	$ 214.18

		Date Started	Status	Budget Allocation	Expended 1978-79	Encumbered	Remaining
62.	**POLITICAL SCIENCE** AUDIO RECORDING PROGRAM College of Arts and Sciences Department of Political Science Mr. Pat Morgan Barry Smith	4/18/78	Ongoing	$ 600.00	$ 189.70	-0-	$ 410.30
63.	HOME ECONOMICS 3100 College of Fine and Applied Arts Department of Home Economics Mrs. Joyce Stines Carolyn Harris	5/11/78	Ongoing	$ 50.00	$ 57.96	-0-	- 7.96
64.	PILOT PROJECT TO ENHANCE THE PREPARATION OF STUDENT TEACHERS AT ASU College of Learning and Human Development Field Experiences and Educational Media Dr. John Deason Barry Smith	5/11/78	Ongoing	$ 4,900.00	$3,927.05	-0-	$ 958.75
65.	THEATRE PROJECT College of Fine and Applied Arts Department of Communication Arts Dr. Susan Cole Linda Lefevers	5/11/78	Ongoing	$ 700.00	$ 467.11	-0-	$ 232.89
66.	FACULTY DEVELOPMENT WORKSHOPS/ SEMINARS Center for Instructional Development Art Crawley Barry Smith	9/19/78	Ongoing	$ 800.00	$ 569.75	-0-	$ 230.25
67.	READING VIDEOTAPES College of Learning and Human Development Department of Reading Education Dr. Gerald Parker Dr. Winston Childress Linda Lefevers	11/21/78	Ongoing	$ 1,800.00	$ 158.69	-0-	$1,641.31

		Date Started	Status	Budget Allocation	Expended 1978-79	Encumbered	Remaining
68.	IN-SERVICE TRAINING PROGRAM ON INNOVATIVE TEACHING College of Arts and Sciences Department of Philosophy and Religion Dr. O'Hyun Park Dr. Tom Davis Dr. Alan Hauser Dr. Mary Ann Carroll Linda Lefevers	11/21/78	Ongoing	$ 5,336.00	$ 802.13	-0-	$4,533.87
69.	LITERARY REVIEW General College Watauga College Dr. Peter Petschauer Carolyn Harris	2/20/79	Ongoing	$ 300.00	-0-	-0-	$ 300.00
70.	INTERDEPARTMENTAL COOPERATION IN THE TEACHING OF STATISTICS Colleges of Arts and Sciences and Business Departments of Mathematical Sciences and Economics Dr. Gil Zuckerman Dr. Larry Kitchens Dr. Tom Bohannon Art Crawley	2/20/79	Ongoing	$ 600.00	$ 87.33	$20.00	$ 492.67
71.	CURRICULUM DEVELOPMENT IN ELEMENTARY EDUCATION College of Learning and Human Development Department of Elementary Education Dr. Jamie Smith Carolyn Harris	2/20/79	Ongoing	$ 340.00	-0-	-0-	$ 340.00
72.	MINICOMPUTER LAB College of Arts and Sciences Department of Mathematical Sciences Dr. Robert Winner Barry Smith	2/20/79	Ongoing	$ 160.00	$ .40	-0-	$ 159.60

		Date Started	Status	Budget Allocation	Expended 1978-79	Encumbered	Expended
73.	PE 3505 PROJECT College of Fine and Applied Arts Department of Health, Physical Education and Recreation Ms. Brenda Clayton Art Crawley	2/20/79	Ongoing	$ 150.00	$ 3.40	-0-	$ 146.60
74.	APPLIED MUSIC PROJECT College of Fine and Applied Arts Department of Music Mr. Joe Phelps Barry Smith	2/20/79	Ongoing	$ 6,200.00	-0-	-0-	$6,200.00
75.	LAB MANUAL FOR CHEMISTRY 2210 College of Arts and Sciences Department of Chemistry Dr. Don Olander Carolyn Harris	2/20/79	Ongoing	$ 965.00	-0-	-0-	$ 965.00
76.	INTERNSHIP IN THE OFFICE OF DEVELOPMENT AND PUBLIC AFFAIRS College of Arts and Sciences Department of English Mr. Jerry Williamson Bill Hubbard	2/20/79	Ongoing	-0-	-0-	-0-	-0-
77.	CURRICULUM FOR VOCATIONAL AND TECHNICAL EDUCATION College of Fine and Applied Arts Department of Industrial Arts and Technical Education Dr. Carl Moeller Dr. William Graham Barry Smith	2/20/79	Ongoing	$ 50.00	$ 2.77	-0-	$ 47.23
78.	WORKBOOK FOR MANAGERIAL ECONOMICS College of Business Department of Economics Dr. Barry Elledge Art Crawley	2/20/79	Ongoing	$ 280.00	-0-	-0-	$ 280.00

		Date Started	Status	Budget Allocation	Expended 1978-79	Encumbered	Remaining
79.	SLIDE-TAPE SHOW FOR MUSIC LIBRARY Learning Resources Music Library Dr. Joan Falconer	2/20/79	Ongoing	$ 430.00	-0-	-0-	$ 430.00
80.	TEXT/WORKBOOK FOR CR 2200, LIFE AND CAREER PLANNING College of Learning and Human Development Department of Counselor Education and Research Dr. Les Stege Linda Lefevers	2/20/79	Ongoing	$ 1,003.00	-0-	-0-	$1,003.00
81.	INDIVIDUALIZED INSTRUCTION PACKAGE FOR AMERICAN NATIONAL GOVERNMENT College of Arts and Sciences Department of Political Science Dr. Roland Moy Barry Smith	2/20/79	Ongoing	$ 155.00	$ 56.55	-0-	$ 98.45
82.	LAW AND SOCIETY College of Business Department of Business Education and Office Administration Dr. John Geary Dr. William Vanderpool Art Crawley	2/20/79	Ongoing	$ 250.00	-0-	-0-	$ 250.00
83.	EDUCATIONAL MEDIA PROJECT College of Learning and Human Development Department of Educational Media Dr. Joleen Bock Dr. Alice Naylor Art Crawley	2/20/79	Ongoing	$ 50.00	$ 36.13	-0-	$ 13.87

		Date Started	Status	Budget Allocation	Expended 1978-79	Encumbered	Remaining
84.	VIDEOTAPING THE FESTIVAL OF THE WRITTEN WORD College of Arts and Sciences Department of English Dr. Thomas McLaughlin Linda Lefevers	2/20/79	Ongoing	$ 713.00	$ 278.24	-0-	$ 434.76
85.	SLIDE/TAPE PRESENTATION TO BE USED IN CONJUNCTION WITH SYSTEMATIC BOTANY AND THE UNIVERSITY HERBARIUM College of Arts and Sciences Department of Biology Dr. Marie Hicks Carolyn Harris	2/20/79	Ongoing	$ 240.00	$ 148.36	-0-	$ 91.64
86.	SURVEY OF SPANISH LITERATURE College of Arts and Sciences Department of Foreign Languages Dr. Ramon Diaz-Solis Barry Smith	3/27/79	Ongoing	$ 1,310.00	-0-	-0-	$1,310.00
87.	GUIDELINES FOR PERCEPTUAL DEVELOPMENT EXPERIENCES IN THE ELEMENTARY SCHOOLS College of Fine and Applied Arts Department of Art Dr. Lorraine Force Lillie Roark	4/17/79	Ongoing	$ 450.00	-0-	-0-	$ 450.00
88.	HISTORY OF COSTUME College of Fine and Applied Arts Departments of Communication Arts, Home Economics and Art Dr. Susan Cole Mrs. Celia Roten Dr. Noyes Long Linda Lefevers	5/8/79	Ongoing	$ 1,260.00	$ 2.25	-0-	$1,257.75

		Date Started	Status	Budget Allocation	Expended 1978-79	Encumbered	Remaining
89.	VIDEOTAPED PROGRAMS FOR IMPROVING INSTRUCTION IN INDUSTRIAL ARTS AND TECHNICAL EDUCATION College of Fine and Applied Arts Department of Industrial Arts and Technical Education Dr. Carl Moeller Barry Smith	5/8/79	Ongoing	$ 536.00	-0-	-0-	$ 536.00
90.	GRAPHIC PRESENTATIONS ON OLD AND RARE BOOKS College of Fine and Applied Arts Department of Industrial Arts and Technical Education Dr. Clemens Gruen Mick Kreszock	5/8/79	Ongoing	$ 1,310.00	-0-	-0-	$1,310.00
91.	FILM CATALOG PROJECT Learning Resources Film Library Mrs. Gaye Golds	5/8/79	Ongoing	$ 1,900.00	-0-	-0-	$1,900.00
92.	MICROCOMPUTER CAI College of Arts and Sciences Department of Physics Dr. Robert Nicklin	5/8/79	Ongoing	$ 3,150.00	-0-	-0-	$3,150.00
93.	VIDEOTAPES OF LECTURES ON "THE ARTS OF PHILOSOPHIC EDUCATION" College of Arts and Sciences Department of Philosophy and Religion Dr. Frans van der Bogert Mick Kreszock	5/8/79	Ongoing	$ 350.00	-0-	-0-	$ 350.00
	TOTALS FOR ON-GOING PROJECTS			$110,024.94	$33,712.20	$20.00	$51,888.95

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APPENDIX A

Concluded Center Projects, 1978-79

PROJECT TOPIC: Environmental Outdoor Learning Center

This project had as its major objective the development of an outdoor learning center.

Date of Approval: July 1975

PROJECT DIRECTOR: F. Ray Derrick, Biology

PROJECT DESCRIPTION:

Approximately ninety acres of unspoiled land adjacent to the Center for Continuing Education was set aside as an Environmental Outdoor Learning Center. Designed to help teach man's relationship with his environment, the preserve provides the university and local county schools with a natural setting for both formal and informal environmental studies. The preserve is open to the general public for slide shows, hikes, and a place to enjoy nature with an emphasis on the Appalachian region.

The project began in 1975 and is now completed. It encompasses such attributes as the nature trail and various stations, such as erosion control, soil windows, and animal homes. A half-acre pond is used for a teaching station, a freshwater habitat, and a fire-fighting reservoir. Construction of a sediment basin and an arboretum have been completed. A revision of the trail guide booklet was done to reflect additions and changes that have been made.

PROJECT EVALUATION:

The effectiveness of the trail has been compared with classroom instruction in teaching certain subjects. Evaluation results indicate considerable differences which favor the Outdoor Learning Center. Classes currently using the Center are those in life science, zoology, botany, ecology, ornithology, entomology, mycology, mammalogy, herpetology, and outdoor recreation. It is the only provision Appalachian State University has for teaching prospective elementary teachers how to utilize an outdoor lab for teaching social studies, math, science, and language arts. Inservice teachers also bring their classes to the Center to gain some insight into the mechanics of building an outdoor teaching area as well as to gain ideas on how to utilize it to vitalize their teaching.

Approximately 4,000 people, including ASU students, surrounding school area students, and community members, use the Center annually.

PROJECT STATUS: Concluded

PROJECT BUDGET:

Total Allocation	$900.00
Expended -- 1975-78	184.84
Expended -- 1978-79	-0-
Remaining	$715.16

PROJECT TOPIC: Simulated Field Experiences in Teacher Education Programs

Development of videotapes portraying programs, facilities, and occupations found in the public schools and industries of North Carolina.

Date of Approval: July 1975

PROJECT DIRECTOR: Carl Moeller, Industrial Arts and Technical Education

PROJECT DESCRIPTION:

Previous Developments: The videotapes developed through this project are intended to increase student awareness of the programs, facilities, and current situations found in education and industry. The increasing difficulties in having on-site visitations has resulted in the use of videotapes to present this information being seen as an appealing alternative.

Current Developments: All tapes begun during 1977-78 have been completed and are in use by the department. A shift in emphasis has led to the development of a new project and the conclusion of the department's involvement in this and the Videotaping of Exemplary School Programs project.

PROJECT EVALUATION:

The Industrial Arts Department is currently interested in taping artists-in-residence during demonstrations of their specialty. The Videotape Program for Improving Instruction in Industrial Arts and Technical Education was developed to address this interest. Possibilities regarding further work with tapes produced in this present project include the development of instructional booklets to accompany the tapes and a composite tape for preview purposes.

PROJECT STATUS: Concluded

PROJECT BUDGET:

Total Allocation	$2,000.00
Expended -- 1975-78	1,788.50
Expended -- 1978-79	43.30
Remaining	$ 168.20

PROJECT TOPIC: Improvement of Instruction in Shorthand Courses

Procurement of materials for the shorthand laboratory in Walker Hall.

Date of Approval: July 1975

PROJECT DIRECTOR: Ann Blackburn, Business Education and Office Administration

PROJECT DESCRIPTION:

Previous Developments: The purpose of this project was to equip the shorthand laboratory with self-instructional materials in order to provide a broader variety of specialized skills for students, university personnel and for community services. Specialized areas such as legal, medical, educational, and court reporting would give those studying a chance to become more proficient.

The shorthand laboratory was furnished with the basic multi-channel equipment through the original grant in 1976.

Current Developments: Those using the laboratory were able to utilize individualized instruction and emphasize specialized areas. A few students registered for individualized independent course work.

Students used the facilities and materials in the laboratory to reinforce their classroom course work. Part of the students were scheduled for two 50-minute labs twice a week, some came at their conveience, and others attended on a volunteer basis. Materials and equipment were checked out by students and staff. Tapes were recorded for additional supplementary textbook aids.

PROJECT EVALUATION:

Accomplishments: Those who used the laboratory were able to take advantage of individualized instruction, select special areas to emphasize, and some registered for individualized courses as a result of the instructional media available. During the academic year, four classes (42 students) used the laboratory on a consistent or occasional basis. Four campus staff members took advantage of the laboratory. A written questionnaire given to the students in the shorthand classes indicated:

1. The laboratory sessions were beneficial.
2. Students would use tapes to help make up for classes missed.
3. Students used tapes for practice on unfamiliar material.
4. More flexibility of lab practive was an asset.
5. Students indicated they would attend lab whether it was compulsory or not.
6. The majority felt the present system of conducting the labs was adequate.

Problems: Anytime students wanted to use the laboratory when a graduate assistant was not available to open and operate it, they had to obtain the key from the departmental secretary. For security reasons, it was felt that the materials and equipment should not be left to everyone's disposal.

Improvement of Instruction in Shorthand Courses (continued)

This caused an inconvenience for some students. No better solution is apparent unless one wants to take a chance on leaving the laboratory unlocked the majority of the time.

Future Directions: The laboratory has contributed immeasurably to the skill development of shorthand students. The department will hopefully continue to add to and update the present materials and equipment. Better techniques and methods of using what is there will constantly be sought.

PROJECT STATUS: Concluded

PROJECT BUDGET:

Total Allocation	$4,042.83
Expended -- 1975-78	3,786.55
Expended -- 1978-79	-0-
Remaining	$ 256.28

PROJECT TOPIC: Videotaping of Exemplary School Programs

Development of videotapes for use in the teacher education program.

Date of Approval: September 1975

PROJECT DIRECTORS: Joan Terry, Home Economics
Peggy Hartley, Foreign Languages
Gerald Parker, Reading Education
Carl Moeller, Industrial Arts and Technical Education

PROJECT DESCRIPTION:

Previous Developments: The use of videotapes is seen as an efficient and feasible way to increase students' awareness of present situations in both educational and industrial settings. On-site visitations become increasingly difficult due to economic and time restrictions. The videotapes proposed by this project are intended to increase early exposure of those in the teacher education program to classroom situations, facilities, and occupational alternatives.

The Simulated Field Experiences in the Teacher Education project is closely related to this project. Dr. Moeller's efforts have essentially combined the two (see narrative for "Simulated Field Experiences in Teacher Education Programs" for more information).

Tapes completed by the end of 1977-78 are available for classroom and individual use.

Current Developments: The Foreign Languages Department has not been active in this project this academic year. Industrial Arts has completed tapes to be done through this project; a shift in content emphasis has led to the development of a new project proposal. Reading Education is quite active but has broken off from this to a separate project, Reading Videotapes (see narrative for more information). Home Economics has been editing two tapes and begun production of six others.

PROJECT EVALUATION:

Accomplishments: Results of the project seem positive, as seen by the outgrowth of new projects fr it. Use of the tapes for clinical observation and individual viewing ha permitted more flexibility in instructional methods used in the class oom.

Problems: Problems in the availability of production equipment and personnel and scheduling conflicts with the field locations has resulted in the time needed for completion of tapes being lengthened. The breakdown of the project into separate ones according to department has indications of being a more efficient organization of efforts.

Future Directions: Reading Education and Industrial Arts will continue activity through new projects; Home Economics will complete the tapes planned in their department as part of this project. Foreign Languages has tabled plans for further activity due to an enrollment drop in their methods classes.

Videotaping of Exemplary School Programs (continued)

PROJECT STATUS: Concluded

MAY-JUNE/RELEASED TIME RECEIVED:

Carl Moeller	2 weeks	May/June, 1977
Gerald Parker	2 weeks	May/June, 1977
Winston Childress	2 weeks	May/June, 1977

PROJECT BUDGET:

Total Allocation	$3,264.00
Expended -- 1975-78	2,666.70
Expended -- 1978-79	896.09
Remaining	- 298.79

PROJECT TOPIC: Interdepartmental Use of The Ascent of Man

Procurement of The Ascent of Man series and its use in classroom instruction.

Date of Approval: October 1975

PROJECT DIRECTORS: Leslie Gerber, Interdisciplinary Studies
Peter Petschauer, Watauga College
Rennie Brantz, History
Tom Ferrell, Physics

PROJECT DESCRIPTION:

Previous Developments: The purchase and use of the film series The Ascent of Man has been an interdepartmental effort; financial support for the films' purchase and rights to videotape came from several departments. The series has been used as a supplement to the History Department's World Civilizations program; an addition to the instructional program in sociology and anthropology, psychology, geology, health and physical education, physics, philosophy, chemistry, biology, and art; and a film resource of the College of Continuing Education, Center for Continuing Education, and Honors Program. Approximately 1,000 students viewed the films during 1977-78.

Instructional materials to supplement the series are available at Belk Library and the Center for Instructional Development (CID). The History Department developed a series of review sheets for use with the films. Videotaped copies of the films are available for student and fauculty use and are housed in the instructional lab at CID.

Current Developments: The films continue to be used in classroom instruction and are available for individual viewings. Watuaga College offered a one-hour credit course based on the film series spring 1978; a film from the series was viewed each week as part of the course. An updated bibliography of materials related to the series' content, and available on campus, was distributed. Scheduling of film viewings was transferred from CID involvement directly to the Film Library.

PROJECT EVALUATION:

Accomplishments: The departments have made extensive use of the series and found it to be a very valuable film resource. Student and faculty response has been favorable; the series is regarded as an excellent supplement to other forms of classroom instruction.

Problems: The heavy use of the film series resulted in some problems in scheduling, equipment and projectionist availability, film damage, and lack of appropriate facilities for viewing. Closer coordination between the departments involved, a priority and scheduling system for film usage, and the availability of videotaped copies of the series has helped. There is still a need voiced for better facilities for group viewings; a suggestion has been made to improve the auditorium in Whitener Hall.

Future Directions: The series and accompanying materials will continue to be available to and used by the academic departments in the classroom and by

Interdepartmental Use of The Ascent of Man (continued)

students individually. This will be as part of the resources housed by the Film Library, Belk Library, and CID. However, the project has been concluded. A suggestion has been offered to propose as a new project the development of a workshop during the fall term to acquaint new faculty members with the series' availability and possibilities for its use.

PROJECT STATUS: Concluded

PROJECT BUDGET:

Total Allocation	$11,000.00
Expended -- 1975-78	10,492.76
Expended -- 1978-79	4.96
Remaining	$ 502.28

PROJECT TOPIC: Videotape Demonstrations of Therapy Techniques

Development of videotapes to be used as a teaching/learning visual experience for counseling students in CR 5220, Counseling Theory and Techniques

Date of Approval: February 1976

PROJECT DIRECTOR: Ed Harrill, Counselor Education and Research

PROJECT DESCRIPTION:

Previous Developments: The purpose of the project was to meet the departmental need for more teaching-learning films. The project purposed to utilize the counseling-therapy expertise that existed on the ASU campus and to involve graduate students in a meaningful learning experience. It would also provide the possibility for greater faculty interaction.

A series of eight, twenty-minute tapes were produced. They were designed to demonstrate various approaches to therapy. Eleven professors from the Departments of Counselor Education and Research, and Psychology served as counselors with clients from the class in Counseling Theory and Techniques. The tapes involved a brief critique at the end of each session between the participating counselor and a reviewer.

PROJECT EVALUATION:

Accomplishments: The videotapes were used during the fall semester of 1976 and in the 1977-78 academic year. The reviews from approximately fifty students in CR 5220, from approximately thirty students and supervisors in CR 5900 (Supervised Practicum in Counseling) indicated that the tapes were well received.

Problems: At the request of several of the volunteer clients, five of the original eight tapes were erased. Attempts were made to procure off-campus volunteers to make additional tapes but this effort became drawn out and unproductive.

Future Directions: The time and expense lost as a result of the tape erasures and the inability to procure off-campus volunteer clients resulted in the project being concluded until a later date. It was recommended that the project be done again, keeping in mind the previous problems. It was also suggested that the tapes be lengthened to one hour, edited to demonstrate pertinent interactions and, in addition, be done in color.

PROJECT STATUS: Concluded

PROJECT BUDGET:

Total Allocation	$725.00
Expended -- 1975-78	253.57
Expended -- 1978-79	-0-
Remaining	$471.43

PROJECT TOPIC: Art Field-Based Graduate Program

Development of instructional material to be used in conjunction with "Gradcamp" courses offered off-campus for in-service teachers.

Date of Approval: April 1976

PROJECT DIRECTOR: Lorraine Force, Art

PROJECT DESCRIPTION:

Previous Developments: "Gradcamp" has been in operation for four years, with Dr. Force traveling to centrally-located sites in North Carolina where in-service art teachers camp from Friday through Sunday to work on graduate course work. The Center for Instructional Development was asked for funds to provide materials of a library research nature to be issued to each student during his/her enrollment in "Gradcamp" courses.

The May/June time period was used to prepare a course outline for both on- and off-campus classes, to compile material of significant interest to our graduate students, and to prepare an on-campus guideline for regional public school students. These are in continued effective use.

Current Developments: During 1978-79 two additional faculty members from the Art Department participated, adding extensively to the credit hours available for in-service teachers and to the special areas of course work. Art education journals, studies in art education, books of art history, and the newest writings of leaders in the field were purchased. The material was placed in the reserve reading of the Appalachian State University Library and was distributed to students.

PROJECT EVALUATION:

Accomplishments: The materials have been most effective. Their content is constantly reflected in the learnings of the students. Papers, oral presentations, and discussions have been placed on a higher and more significant level because of the materials' availability.

Problems: Currently the amount and quality of materials are sufficient to provide a basis for "libraries" within specific areas; however, materials will need constant upgrading to keep abreast of developments in the field. Due to growth of enrollment, individuals holding sets has become impractical. There has been some loss of materials through students who have left the area. However, at the present time, there are sufficient sets to take care of the maximum number of course participants allowed (15).

Future Directions: Gradcamp has become a very viable alternative for in-service teachers wanting to earn a master's degree without leaving their jobs. The instructional material provided a most important aspect. The material will be placed with teaching-learning centers, school board offices, and individuals in central locations to be checked out as needed by participants. Current materials will be purchased by the students and trading

Art Field-Based Graduate Program (continued)

between them will be necessary. Library cards arranged through ASU Library for state-wide use will be continued. Use of the ASU Library will be encouraged.

PROJECT STATUS: Concluded

MAY-JUNE/RELEASED TIME RECEIVED:

Lorraine Force 2 weeks May/June, 1978

PROJECT BUDGET:

Total Allocation	$2,300.00
Expended -- 1976-78	1,893.87
Expended -- 1978-79	740.82
(Reimbursed through sale of 200 books to the Bookstore)	200.00
Remaining	- 134.69

PROJECT TOPIC: Instructional Supplies for German Course

Development of an audiovisual program to be used as an introduction to West Germany.

Date of Approval: April 1976

PROJECT DIRECTOR: Carl Bredow, Foreign Languages

PROJECT DESCRIPTION:

Previous Developments: A ten-day trip to Germany in August 1976 provided the project director with an opportunity to update his knowledge of contemporary life in West Germany. The proposal to the Center for Instructional Development was aimed at accomplishing three things: (1) gathering up-to-date reference and teaching material for use in the German program, (2) obtaining realia suitable for generating interest in and understanding of contemporary developments in Germany, and (3) developing a slide-lecture program with English and German narration.

Current Developments: The slide-lecture program that was originally scheduled to go into production during the 1978 summer session still has not been completed. Because of other commitments, the project director has not been able to devote the amount of time necessary to produce the program.

PROJECT EVALUATION:

Accomplishments: Up to now two major accomplishments have resulted from this project: (1) a series of short films giving special insights into many aspects of life in West Berlin were presented during the summer of 1977, and (2) four volumes containing black and white photos of the life style and cultural events of West Berlin have been assembled and are available in the Department of Foreign Languages.

Problems: The only factor that hindered the completion of the slide-lecture program during this academic year was the project director's other commitments.

Future Directions: The city of West Berlin continues to periodically send selections of black and white photos of city life, events, structures, monuments, etc. which will ultimately allow the compilation of a fifth volume of such photos.

Even though the project director plans to retire from Appalachian State University on June 30, 1979, it is hoped that he will be able to work further on the slide-lecture program.

PROJECT STATUS: Concluded

PROJECT BUDGET:

Total Allocation	$250.00
Expended -- 1975-78	303.77
Expended -- 1978-79	-0-
Remaining	- 53.77

PROJECT TOPIC: Creative Media Resource Center and Interdisciplinary Creativity Course

The objective of the project was to develop and make available a creativity classroom and courses for use by the university community and other interested individuals and groups.

Date of Approval: March 1977

PROJECT DIRECTORS: Ed Turner, Health, Physical Education and Recreation
Russ Walls, Psychology

PROJECT DESCRIPTION:

Previous Developments: The overall purpose of the project was to teach basic concepts of creativity to the university community through courses, mini-seminars and workshops and to develop and make available a creativity classroom for use by interested individuals and groups. To achieve this goal creativity courses, seminars and workshops have been established as a regular part of the project, and students in the courses have kept the room open for use by the university community approximately twenty hours each week. Other university classes have also obtained permission to use the room during each semester.

The creativity films housed in the Purple WAS were made part of the total project. Room 300 of Smith-Wright Hall was obtained as a location for the project, and in the summer of 1977 Dr. Ed Turner and one of his classes undertook the job of changing the room in a manner suitable for the conception of a classroom as a creativity center. Hundreds of person-hours of free labor were involved in this effort. Once the basic interior of the room was suitably altered, some funds were spent for equipment to further aid in the establishment of a creative, physical environment. This equipment included, for example, a stereo system with a twenty individual headphone hook-up system, lava lamps, mats for meditation exercises, and animals and related equipment for use in bionics exercises. Funds were also used to purchase materials used directly in classwork such as art supplies, standardized personality tests, creative puzzles, books and journals dealing directly with creativity and theatrical masks for use in role-playing exercises.

Current Developments: During the past year many student projects have concentrated on the continued development of the creative physical environment. The major undertaking of this type was the construction of a concrete waterfall in one corner of the room. Other additions have included paintings, wall hangings, sculpture pieces, and decoration of the overhead lights. Additional books and art supplies were obtained this year with money received from Health, Physical Education and Recreation and Psychology Departments. A second creativity course was offered this spring and is scheduled for the fall of 1979. The project directors are teaching this second course without remuneration from the university. Another significant development was the May/June funding by CID of a three-day creativity workshop for the faculty, administration, and staff of ASU through the CID May/June funds.

Creative Media Resource Center and Interdisciplinary Creativity Course (continued)

PROJECT EVALUATION:

Accomplishments: Student demand for both creativity courses has far exceeded available space and student evaluations continue to be very positive. Perhaps more important than the preceding are actual changes in people's lives as a function of the class. Numerous people have continued to pursue interests aroused by their major project for the course. As an example, one student, who did a drawing project, has enrolled in an art course for the fall term, specifically to follow up in a systematic fashion on her project. Another is attending the 25th Annual Creative Problem-Solving Institute in Buffalo using his own funds. Two students are working with the program at Camp Broadstone for gifted children.

The following tables provide data for the use of the room. It is of special note that the number of users of the room has increased by approximately 50% over the last report period.

Individual Use of the Creativity Room

The room was opened under supervision for 15 hours per week during the academic year.

For the period Sept. 18 - Nov. 21, 1978, there were 238 individual users.

For the period Jan. 17 - May 4, 1979, there were 209 individual users.

Class Use of the Creativity Room

Fall 1978	Enrollment	Meetings
PE 1550	87	1
PE 3510	21	30
PE 3690	7	15
PE/PSY 3530	16	30
PE/PSY 3530	13	15
PSY 3301 (2 classes)	80	1
PSY 2020	30	10
Others	41	2
Spring 1979		
PE/PSY 3530	19	30
GEN. COLL. 3530	24	12
PSY 3301 (3 classes)	40	3
PE 1550	29	1
Others	28	1

Creative Media Resource Center and Interdisciplinary Creativity Course (continued)

Summer 1978	Enrollment	Meetings
PE 5690	10	20
Secondary Education class	4	4

Additional Uses

Camp Broadstone Summer Programs, 1978	54
Crusader Royal Ambassadors of First Baptist Church of Boone, Fall, 1978	12
Bachelor of Technology Program Spring, 1979	19
Off Campus - Two symposiums for the College of Learning and Human Development (directed by Ed Turner), Spring, 1979	31

Total number of users of the room both individually and classes was 3701.

Problems: The major problem facing the creativity project concerns the source of financial support for upkeep of the present equipment and materials and for future additions. One source which will aid somewhat is money from the departmental budgets of HPER and Psychology. However, it is the feeling of the present directors that more substantial support will be needed to achieve their long-term objectives for the project. Grant writing is currently under consideration.

Another problem is how to establish a second creativity course as part of the regular load for the project directors.

Future Directions: At this point it is very clear that one creativity course will continue to be taught each semester, that the room will continue to see increasing use by the university, and that workshops for university groups will be a regular affair. Workshops for off-campus groups from around the state seem to be a real possibility in a year or so. The project directors are both investing their own resources to further their professional credentials and expertise by attending national workshops on creativity. For example, Dr. Turner will be attending the 25th Annual Creative Problem Solving Institute in June. Dr. Walls will be attending a four-day workshop in Ohio on Creativity and the Unconscious.

PROJECT STATUS: Concluded

PROJECT BUDGET:

Total Allocation	$7,000.00
Expended -- 1976-78	6,004.54
Expended -- 1978-79	862.15
Remaining	$ 133.31

PROJECT TOPIC: Faculty User's Guide

Printing and distribution of a guide to assist faculty in the use of the Computer Center.

Date of Approval: September 1976

PROJECT DIRECTOR: Patricia Gaynor, Office of Information Systems

PROJECT DESCRIPTION:

Previous Developments: The purpose of this project was to distribute copies of an up-dated computer usage manual to each member of the faculty at Appalachian State University. This guide was meant to be an informative introduction to the many facets of the Computer Center, a short explanation of the various canned programs available, and the job control language from the most commonly used programs. It was not meant to be technical in nature so that faculty in all fields might make better use of the Computer Center services.

The booklet was produced in a volume of 730 copies in October 1976 with copies distributed to each faculty member and administrator. Fifty copies were placed for sale in the ASU Bookstore. Each staff member in the Office of Information Systems was given a copy and the Center for Instructional Development maintained a supply of books to distribute to the new faculty members in 1977. An up-date to the manual was produced in December 1977 and distributed to the above audience.

Current Developments: There really hasn't been much activity in this project over the last academic year. Copies were distributed to the new 1978-79 faculty members.

PROJECT EVALUATION:

Accomplishments: One of the main goals from the beginning of this project was to eliminate some of the daily, time-consuming calls to the Office of Information Systems asking simple questions about the operations of the Computer Center. Even though no formal evaluation instrument was implemented, it has been reported that this goal was met. The interest in academic uses of the computer has grown, due in part to the fact that the faculty is knowledgeable of the various computer services.

Problems: The one area which has presented a problem is being able to reach all new faculty and provide them with a copy of the guide. Even though distribution is made to the provided list of new faculty, it is always possible that others have been added later.

Future Directions: New revisions to the guide will be a necessary part of future activity with the Faculty User's Guide. New computers have been added to the Office of Information Systems' facility, making parts of the present book obsolete. Even though the project director plans to return to full-time teaching as of June 30, 1979, suggestions for producing a new guide will be passed on to her successor.

Faculty User's Guide (continued)

PROJECT STATUS: Concluded

PROJECT BUDGET:

Total Allocation	$390.00
Expended -- 1976-78	556.81
(Reimbursed through sale of 50 books to the Bookstore)	75.00
Expended -- 1978-79	16.72
Remaining	-108.53

PROJECT TOPIC: ERIC Computer Capabilities at ASU

Development and Evaluation of Educational Resources Information Center (ERIC) capabilities at ASU

Date of Approval: September 1976

PROJECT DIRECTORS: Nancy Garvey, Belk Library
Carol Mater, Belk Librar
Keith Hill, Belk Library

PROJECT DESCRIPTION:

Previous Developments: The ERIC system provides access to over 300,000 documents in the field of education. There are two monthly indexes to these materials, Resources In Education (RIE) and Current Index to Journals in Education (CIJE). Approximately 80% of the documents listed in RIE are available on microfiche cards in the Microform Collection of the ASU Library. The library also has approximately two-thirds of the journals which are indexed in CIJE. Both of these indexes can be searched manually, but it is a laborious and sometimes incomplete method of finding topic materials. However, with the ERIC system, all of these references have been placed on tapes so that the data base can be searched much more thoroughly by the computer. In the fall of 1976, with financial backing from the Center for Instructional Development, the Office of the Vice Chancellor for Academic Affairs, and Belk Library, a computerized search program for ERIC was established on the ASU campus. The ASU Computer Center housed the tapes, updated them quarterly and ran the computer searches. The reference department staff worked with individual patrons and set up the proper search strategy and descriptors for each topic. The unique aspect of the ERIC program is that it is free to the user. Prior to this, ERIC computerized searches were available only through the Research Triangle Park for $15.00 per search. This fee limited the number of searches done there in 1976 to 33. With the data base on campus, during 1977 the number of searches totaled 1,825, of which 1,046 were printed out. Since the data base was on campus this also allowed for revisions of the search strategy when needed. This has brought a much greater satisfaction rate from the users.

Current Developments: During the 1978 summer sessions and the 1978-79 academic year, the ERIC Project has continued with few changes or developments.

PROJECT EVALUATION:

Accomplishments: The program continued to be heavily used during the past year. Although faculty use has never been what was anticipated, student participation has continued at a high rate as the following ERIC Usage Report for June 1978 through March 1979 demonstrates:

	Summer Sessions 1978	Fall Semester 1978-79	Spring Semester 1978-79 Thru 3/31
Number of searches (first pass)	484	605	496
Number of searches printed (second pass)	339	445	317
Percentage of searches printed	82.4%	74%	64%

ERIC Computer Capabilities at ASU (continued)

	Summer Sessions 1978	Fall Semester 1978-79	Spring Semester 1978-79 Thru 3/31
Total number of patrons using service	206	316	240
Faculty members using service	9	27	18
Number of classes oriented	8	12	7

Problems: Two main problems occurred during the year. The reference librarian who worked closely with ERIC returned to graduate school and her position was not filled until May 1, 1979. This could have caused major difficulties, but her work has been more than adequately carried on by two temporary staff members. The second problem involved the Computer Center. The Center personnel were not updating the computer tapes quarterly. This meant that the computer searches were six months or further behind, and thus were not providing current information. Finally, in December 1978 a meeting between the personnel of the Computer Center and Belk Library brought about a solution to this issue.

Future Directions: The ERIC program has been very successful. Basically, there will be few if any changes in the program for the future. Hundreds of students have been introduced to the computerized searching. An ERIC search has become a recognized part of the research strategy for students in education and allied fields at ASU. Although searching of computer data bases is not unique to ASU, the number of students able to take advantage of this program reflects favorably on the university and the library. Another important aspect of this experience is the increased interest to add data bases in other fields to the library capabilities. In the next several months, DIALOG, which includes computerized data bases in many subject areas, will become available at ASU. Certainly part of the impetus for this service has been due to the publicity and success of the ERIC computerized program.

PROJECT STATUS: Concluded

PROJECT BUDGET:

Total Allocation	$3,000.00
Expended -- 1976-78	2,499.47
Expended -- 1978-79	237.34
Remaining	$ 263.19

PROJECT TOPIC: Printed Materials to Supplement Tennis Videotapes

Development of materials to be used in conjunction with videotapes in tennis methods course.

Date of Approval: November 1976

PROJECT DIRECTOR: William L. Steinbrecher, Health, Physical Education and Recreation

PROJECT DESCRIPTION:

Previous Developments: Six videotapes were previously developed on tennis with money provided by the Chancellor's Office. Proper utilization of the videotapes by students required printed materials containing narrative, sketches, and photographs coordinated with the videotapes. The Health, Physical Education and Recreation Department owned neither a set of the videotapes nor the appropriate equipment for showing the tapes. A set of tapes, color TV monitor, and videotape playback machine were provided the HPER Department in the spring of 1977 as part of their project. A containing narrative, sketches, and photographs coordinated with the videotapes was prepared and several copies were printed for purposes of evaluation.

Current Developments: The sullabus was used during the fall semester in selected tennis classes and by those instructors who wished to use it as a class resource. Evaluation of the syllabus was completed and 1500 copies were printed by Minor's Printing Company under contract with the Center for Instructional Development. These copies have been placed in the ASU Bookstore for students to purchase. The syllabus has been adopted by the HPER Department as the official text for both activity and methods classes in tennis. The copyright application has been filed after seeking clarification of ownership through the ASU Copyright and Patent Committee and the Office of the Vice Chancellor for Academic Affairs.

PROJECT EVALUATION:

Accomplishments: Students who were identified as being at the beginner stage in tennis were furnished copies of the Tennis manual for use with the existing videotapes during the fall semester 1978-79. Eight separate skill competencies were measured by instructor-observation during the final one-fourth of the instructional periods with all of these students performing at the required level. A comprehensive knowledge test dealing with rules, strategies, etiquette, and mechanics of stroke production was administered at the conclusion of the course. The mean score for the beginner group was 67.67. This was found to be in line with the mean scores of the other identifiable groups, non-beginners 68.55, and former high school varsity players 70.83.

Results of an opinionnaire of beginner tennis players relative to the Tennis manual indicated the students felt the photographs and the manual's drawings and illustrations were helpful for demonstrating the skills, activities, and formations of tennis. The manual was also helpful in understanding the tennis videotapes and an asset to them during the tennis course. Those faculty members who used the Tennis manual as one of their

resources for the teaching of classes gave the same responses. It was concluded that the Tennis manual serves as a useful resource for both student and teacher.

Problems: No major problems cited.

Future Directions: The Tennis manual is now in use by HPER tennis classes within the curriculum. It is used along with the videotapes which are viewed by classes during regular class periods and individually at the Center for Instructional Development. Commercial publication of the manual and videotapes may be sought.

PROJECT STATUS: Concluded

PROJECT BUDGET:

Total Allocation	$2,200.00
Expended -- 1976-78	1,660.36
Expended -- 1978-79	2,033.22
(Reimbursed through sale of 1,500 books to the Bookstore)	1,875.00
Remaining	$ 381.42

PROJECT TOPIC: Evaluating the Effectiveness of the Helping Skills Training Program

Use of audio and videotaped feedback for supervision and training of counselor education students, clinical psychology students, and para-professionals.

Date of Approval: November 1976

PROJECT DIRECTORS: DuMont Schmidt, Psychology
Richard Levin, Psychology

PROJECT DESCRIPTION:

Previous Developments: The Counseling Center has worked closely with the Departments of Counselor Education and Psychology in the supervision and training of graduate students. Up to 1975, such training consisted of observation and feedback by the supervising counselor. In 1975, the addition of video capabilities and the upgrading of the recording system were proposed. In connection with this, a training program was initiated to define skills to be learned and group sessions to facilitate these skills.

Current Developments: During the year, 1978-79, the Counseling Center was involved in training approximately twenty-four clinical psychology and counselor education students. Each of these individuals received at least two hours of intensive training per week. The practicum class was divided in half with Group A participating in Helping Skills workshop for the first seven weeks of the fall semester while the Group B participated during the second seven weeks of the term. All subjects conducted interviews with volunteer clients throughout the term.

PROJECT EVALUATION:

Accomplishments: The skills training program has proven highly successful. The videotaping capabilities receive heavy use, both for feedback from counseling sessions as well as classroom or staff presentations. Videotaped feedback has proved especially valuable for showing non-verbal and/or "unconscious" communication and for observing professional counselors. The response of the graduate students has been highly positive and enthusiastic.

Problems: The research efforts to study the effects of a specific skill training program to improve interviewing skills with a clinical psychology graduate student group did encounter problems. The problems were of a procedural and technical nature which negatively affected the research effort. A planned middle measurement (seven weeks) was not obtained through videotaping problems; rater variability in scoring was large, making ratings less reliable; and the choice of the global scale was questionable, since many of the behaviors to be included could not reasonably be elicited in an initial interview.

Future Directions: More positively, students enjoyed the training sessions, felt they were valuable, and got to know their fellow students better through the group training. The expanded use of the videotape feedback will continue to be used as a very valuable adjunct in interview training.

Evaluating the Effectiveness of the Helping Skills Training Program (continued)

PROJECT STATUS: Concluded

PROJECT BUDGET:

Total Allocation	$ 850.00
Expended -- 1976-78	1,151.72
Expended -- 1978-79	-0-
Remaining	-301.72

PROJECT TOPIC: Text on Structured Fortran Programming

Development of a text in structured Fortran programming for testing and use on campus in the CS 2400 Fortran Programming course.

Date of Approval: January 1977

PROJECT DIRECTOR: Arnold D. McEntire, Mathematical Sciences

PROJECT DESCRIPTION:

Previous Developments: The project was developed to address the need for having programmers well trained in structuring their programs. A text dealing with structured Fortran programming was not available; writing of such a text for use on campus and possibly for national publishing was proposed.

A text was written by Mr. McEntire and published by the Center for Instructional Development; its use in the beginning Fortran programming course (CS 2400) began in the fall of 1977 and is continuing. The text is sold to students through the ASU bookstore at cost.

A contract to publish the text was signed with Prindle, Weber, and Schmidt in November 1977.

Current Developments: The text has been used in six sections of CS 2400 and with one group of high school students during the 1978-79 year. Final manuscript changes prior to publication are being made.

PROJECT EVALUATION:

Accomplishments: Dr. Early and Mr. McEntire have used the text in several sections of CS 2400; enrollment for this course was about 250 in 1977-78 and 232 in 1978-79. Over 200 copies of the text have been sold through the college bookstore. The project has provided the needed materials for teaching a new approach to Fortran programming and is seen as being successful in helping programming students include in their training the concept of structure from the beginning.

Problems: There have been no major problems with this project. Publication of the text by Prindle, Weber, and Schmidt was originally scheduled for late fall of 1978; the projected publication date is now February 1980. The reason for this change is primarily to allow more time to make revisions that would increase the text's adaptabilty to the classroom setting.

Future Directions: The text, as a CID project, is completed. It will continue, however, to be used by students locally and,with its upcoming publication, nationally. The teaching approach it presents will be presented in the near future to other faculty members in the department informally through classroom observation and/or formally in a workshop or seminar.

PROJECT STATUS: Concluded

Text on Structured Fortran Programming (continued)

MAY-JUNE/RELEASED TIME RECEIVED:

Arnold McEntire 2 weeks May/June, 1977

PROJECT BUDGET:

Total Allocation	$810.00
Expended -- 1976-78	398.32
(Reimbursed through sale of 253 books to the Bookstore)	391.60
Expended -- 1978-79	19.90
Remaining	$783.38

PROJECT TOPIC: Computer Simulation Game

Construction of a computer program to increases the uses of the Inter Nation Simulation Game (INS)

Date of Approval: February 1977

PROJECT DIRECTOR: Roland Moy, Political Science

PROJECT DESCRIPTION:

Previous Developments: The purpose of the project was to develop a working INS computer game package for use by the Political Science Department based upon one from Triangle Universities Computation Center and, if possible, to modify the program to include additional variables and options developed during the project. Computer programming assistance was acquired in the fall of 1977 to help achieve the goals of the project. Programming was completed by spring of the following year.

Current Developments: The first part of the project has been completed and the INS package has been adapted for use.

PROJECT EVALUATION:

Accomplishments: The INS game is now available in its original form for use by all courses dealing with international relations in political science and other departments. Student satisfaction with the program is satisfactory.

Problems: There was not enough time nor adequate funding for the second part of the project, i.e., the inclusion of additional variables and options.

Future Directions: The project is complete, with a future project possible in order to expand the capabilities of the computer program.

PROJECT STATUS: Concluded

PROJECT BUDGET:

Total Allocation	$800.00
Expended -- 1976-78	240.28
Expended -- 1978-79	-0-
Remaining	$559.72

PROJECT TOPIC: Instructional Television Utilization

The installation of a cable system and video cassette equipment needed to receive and utilize instructional programs.

Date of Approval: March 1977

PROJECT DIRECTORS: Jeff Fletcher, Educational Media
Joe Murphy, Educational Media

PROJECT DESCRIPTION:

Previous Developments: Increasing use of television in the classroom emphasizes the need for knowledge of the instructional programming available and the ability to utilize the programs in coordination with other learning activities. UNC-TV usually designates one person in a school as the ITV coordinator, responsible for effective utilization of instructional TV. The Department of Public Instruction requires competency in this area for certification as a media specialist. This project was developed to provide the equipment needed in preparing teachers and librarians to use instructional TV in a variety of teaching/learning situations.

Equipment needed to provide instruction of this kind included a system for receiving and distributing programs of UNC-TV and WTVI, a color monitor, and a video-cassette deck with tuner for recording programs and providing for individual viewing and utilization projects.

The equipment has been acquired and is in use. A new course, EM 4720, has been developed around the capabilties made available by this equipment; other courses (see below) also benefited. A one-hour course (EM 5530, Staff Development) designed specifically for faculty members was offered spring 1977 to provide instruction in audiovisual techniques and to acquaint faculty with the capabilities available.

Current Developments: The project was left active in 1978-79 primarily for evaluation; installation of the cable system was not made until late June 1978.

PROJECT EVALUATION:

Accomplishments: Educational media courses benefiting directly from the project are:

EM 3532 Instructional Techniques (12-15 students/class)
EM 4720 Educational Applications of TV and Film (10/class)
EM 4750 Audiovisual Instruction (100/semester)
EM 4760 Cinematography (30/semester)
EM 5540 TV in Instruction (12-15/class)
EM 3530, 5530 Production of Educational Videotapes (10/semester). To be offered as EM 4840 next year.

Secondary Education requires its students to achieve proficiency in the operation of video-cassette equipment; this involves about 200 students a year. Special Education makes use of the equipment both individually (about 40/year) and in groups (about six classes/year). Other departments

Instructional Television Utilization (continued)

that have made use of the equipment include Physical Education, Elementary Education, Reading, Driver Education, Speech Pathology and Audiology, Psychology, and Center for Instructional Development.

Activities related to the equipment's use and included in instruction are the viewing and taping of off-air UNC-TV instructional programs, developing of utilization activities (pre- and post-viewing), viewing and dubbing student-produced videotapes in preparation for editing, and critiquing of programs and tapes.

Problems: Use of the equipment was limited by the late installation of the cable system in Edwin Duncan Hall. Until spring 1978 the cassette deck and color monitor were used only for viewing of locally produced tapes, instruction in basic operating skills, and limited use in copying tapes from one format to another. Equipment use has increased dramatically since the cable system's installation.

The location of the equipment in the Educational Media Lab is not conducive to large group viewing. There is a need for a more suitable place for viewing by groups of thirty or more, especially from 5:00 pm to 10:00 pm.

Future Directions: The project has been successful in providing equipment needed for effective teaching in the use of instructional TV programming and in making these programs available for use by other departments. The high degree of use now experienced is expected to continue. Other activities that may result from this project in the future include a repeat of Staff Development EM 5530 and/or a workshop for faculty and graduate assistants.

PROJECT STATUS: Concluded

PROJECT BUDGET:

Total Allocation	$2,807.40
Expended -- 1976-78 ($219.38 contributed by Teacher Corps)	2,791.49
Expended -- 1978-79	.55
Remaining	$ 15.36

PROJECT TOPIC: Course Development, Gifted and Talented Program

Materials development for three new courses at the master's degree level in the gifted and talented program. Courses include: Special Education 4592, Nature and Nurture of the Gifted; Special Education 4593, Curriculum for the Gifted; and Special Education 4594, Creativity.

Date of Approval: March 1977

PROJECT DIRECTORS: Richard Stahl, Special Education
Linda Blanton, Special Education

PROJECT DESCRIPTION:

Previous Developments: The specific goals for this project were (1) the development of syllabi for the three courses, (2) refinement of course objectives, descriptions and competencies through sequencing, (3) procurement of additional materials (films, tapes, etc.), and (4) development of formative and summative evaluation instruments for each course.

Current Developments: It was decided that a bibliography on gifted and talented would be of value. Materials for this were gathered and a compilation was attempted.

PROJECT EVALUATION:

Accomplishments: The first two goals of the project were partially met by development and refinement within the department. As time proceeded, there seemed to be less and less need for the procurement of the audiovisual materials.

Problems: The bibliography met with a delay in trying to reach production quality. During this time a bibliography was found that was suitable for use in the courses.

Future Directions: It is hoped that the work on these courses was useful in strengthening the master's program in Gifted and Talented within the Special Education Department.

PROJECT STATUS: Concluded

PROJECT BUDGET:

Total Allocation	$300.00
Expended -- 1976-78	6.60
Expended -- 1978-79	-0-
Remaining	$293.40

PROJECT TOPIC: Curriculum Development, Psychology and Education

Examination of teacher education curriculum in an attempt to integrate and coordinate courses offered by psychology, elementary education, and secondary education.

Date of Approval: March 1977

PROJECT DIRECTORS: Fred Wilson, Psychology
John Tashner, Secondary Education
Bob Jones, Elementary Education

PROJECT DESCRIPTION:

Previous Developments: The project was developed to strengthen the teacher education curriculum through a coordination of course offerings of the Departments of Psychology, Elementary Education, and Secondary Education. The Educational Psychology Advisory Board, responsible for the professional preparation of teachers at ASU, initiated the project as a means of examining the curriculum and strengthening communication among the departments.

During 1977-78, the project committee examined syllabi, course outlines, and course competencies from the departments involved. A common core of competencies for all students and recommendations for improving working relationships between departments were developed. The syllabus for PSY 3302, Educational Psychology, was evaluated and revised, including development of a resource list. Examples of closer cooperation and planning as a result of the project include team teaching efforts, joint efforts in textbook and film selections, collaboration in syllabi revisions and in seminar planning.

Current Developments: The project was approved for extension May 1978 to allow more work on the educational psychology course and a similar examination of PSY 3301, Developmental Psychology. Recommendations were prepared and presented to the Educational Psychology Advisory Board. The project has resulted in the development/revision of courses in the Education and Psychology Departments, adoption of a new child development program in Elementary Education, cooperative efforts in text and film selections, and continued communication between departments through joint meetings.

PROJECT EVALUATION:

Accomplishments: The groundwork established through this project has made possible several cooperative efforts by the departments involved; examples that have resulted in separate Center for Instructional Development projects include the Teacher Education: Psychology and Education (Jim Long and Claire Mamola) and Individualized CBTE Course in Educational Psychology (Paul Fox) projects. Positive reactions have been received from students in the use of material from the project. Improvement in communication between departments is also evident.

Curriculum Development, Psychology and Education (continued)

Students affected by the project include:

Elementary Education Majors	300
Secondary Education Majors	550
PSY 3301	1016
PSY 3302	823
Approximate total	2689

Problems: The main problem encountered dealt with that of preparing team teaching efforts between departments--scheduling and course preparation considerations normally expected. No major problems with the project have arisen.

Future Directions: Activity begun by this project will be ongoing through (1) continued revision of courses in all departments concerned; (2) attention directed toward providing courses in psychology to meet the needs of secondary education majors; (3) implementing the newly developed child development program; and (4) collaborating an offerings of open seminars, consultants, and speakers for students and faculty. Recommendations made to the Educational Psychology Advisory Board as a result of this project may result in new projects designed to implement them.

PROJECT STATUS: Concluded

MAY-JUNE/RELEASED TIME RECEIVED:

Jim Long	2 weeks	May/June, 1977
Jim Deni	2 weeks	May/June, 1977
Fred Wilson	2 weeks	May/June, 1977
Bob Jones	2 weeks	May/June, 1977
John Tashner	2 weeks	May/June, 1977
Max Dowell	2 weeks	May/June, 1977
Tom Jamison	2 weeks	May/June, 1977
Larry Woodrow	2 weeks	May/June, 1977
Fred Wilson	2 weeks	May/June, 1978
Bob Jones	2 weeks	May/June, 1978
John Tashner	2 weeks	May/June, 1978
Julia Thomason	1 week	May/June, 1978
Jim Miller	1 week	May/June, 1978
Mary Powell	1 week	May/June, 1978
Tom Snipes	1 week	May/June, 1978
Don Clark	1 week	May/June, 1978
Tom Jamison	1 week	May/June, 1978
Henry McCarthy	1 week	May/June, 1978

PROJECT BUDGET:

Total Allocation	$400.00
Expended -- 1976-78	214.59
Expended -- 1978-79	158.15
Remaining	$ 27.26

PROJECT TOPIC: Cafeteria (Purdue) Faculty Evaluation System

Use of the cafeteria evaluation system in Watauga College

Date of Approval: May 1977

PROJECT DIRECTOR: Peter Petschauer, Watauga College

PROJECT DESCRIPTION:

Previous Developments: Upon recommendation from the Faculty Senate and the S.G.A. committee the Cafeteria Faculty Evaluation instrument was used in Watauga College. It was implemented in all Watauga College classes in the fall of 1977; about 250 students participated. "Cafeteria" is designed to serve faculty, in the belief that most instructors share a commitment to teaching excellence. In this evaluation, faculty members select 35-40 questions from the "cafeteria" catalog of 200 in order to have their performance evaluated by students. Five nationally tested questions were added to give administrators feedback on the classes. Faculty members are able to see exactly which aspects of their courses are/are not going well, without intervention of an administration agency. Unlike most traditional approaches, "cafeteria" encourages and requires faculty participation and is flexible, diagnostic, and standardized.

Current Developments: The survey was not used during 1978-79 because its investigative cycle has been concluded.

PROJECT EVALUATION:

Accomplishments: The actual formation of the evaluation went smoothly. Response to the effectiveness and acceptability of the evaluation was less than originally anticipated. Only a few faculty responses were recorded, although many expressed positive verbal reaction to the evaluation.

Problems: The project encountered no substantive problems. However, at this time the university as a whole seems disinterested in this evaluation. This "disinterest" may be due to the fact that a faculty evaluation is too much of a sensitive issue. It was decided to terminate the investigation.

Future Directions: The "cafeteria" evaluation worked well from a technical point of view. It was easily formulated and easily administered to the students. All points in the initial "project proposal" have been fulfilled.

PROJECT STATUS: Concluded

PROJECT BUDGET:

Total Allocation	$100.00
Expended -- 1976-78	128.41
Expended -- 1978-79	-0-
Remaining	-28.41

PROJECT TOPIC: Faculty Development Workshop

A workshop program to inform faculty about the purpose and function of the Biofeedback Training Laboratory located in the Counseling Center on the ASU campus.

Date of Approval: March 1978

PROJECT DIRECTOR: DuMont Schmidt, Psychology, Counseling Center

PROJECT DESCRIPTION:

See Faculty Development Workshops/Seminars project narrative.

PROJECT STATUS: Concluded

PROJECT BUDGET:

Total Allocation	$50.00
Expended -- 1977-78	18.83
Expended -- 1978-79	-0-
Remaining	$31.17

PROJECT TOPIC: Interfaces

Development of a collection of readings and related materials in topics in humanities and social sciences, for use in Watauga College.

Date of Approval: November 1977

PROJECT DIRECTOR: Leighton Scott, Watauga College

PROJECT DESCRIPTION:

Previous Developments: The purpose of this project has been to develop a two-volume source and problems book in interfacing areas and topics generally subsumed under the academic rubrics "humanities" and "social sciences" (e.g., Dangerous Ideas, Individual and Society, Man and Machine, Art and Society, Faces of Revolution) for use in Watauga College classes, such as Interfaces, and any others that might use it. The approach has been to take a topic of contemporary interest, review some problems in it, give a tour through some of the salient historical dimensions using original sources where possible and then returning to other current dimensions.

Current Developments: Interfaces I and Interfaces II, each designed for a semester's work, are complete and have been published by the ASU Center for Instructional Development. These have been placed in the ASU Bookstore for purchase by studetns.

PROJECT EVALUATION:

It was hoped that this collection of readings, discussion by author, report suggestions, bibliography, etc., would help students appreciate the interrelationship of current issues and topics, as well as enhancing their awareness of how these topics relate to those of the past. In the meantime, the book provides students with some of the basic scope of a beginning history or civilization course, introducing them to scholarly writing in a variety of fields in which they might select a major. It also provides a rudimentary familiarization with major schools of Western art and some important schools of English poetry.

Each of the Interfaces books has been used in one class each with about twenty students. Each of the two classes has given positive response to the use of the books.

Problems: None cited.

Future Directions: One of the volumes will be used each semester for some time, depending on the Watauga College curriculum and how the courses are structured.

PROJECT STATUS: Concluded

PROJECT BUDGET:

Total Allocation	$1,200.00
Expended -- 1977-78	2.09
Expended -- 1978-79	1,393.83
(Reimbursed through sale of 400 books to the Bookstore)	948.00
Remaining	$ 752.08

PROJECT TOPIC: Seminar in Applied Multivariate Statistics

Development of a seminar concerning the use of multivariate statistics.

Date of Approval: December 1977

PROJECT DIRECTOR: Thomas Bohannon, Mathematical Sciences

PROJECT DESCRIPTION:

A seminar in applied multivariate statistics was offered for the first time during the spring semester, 1978, to faculty, staff, and students of Appalachian State University. This seminar emphasized statistical methodology and data-based interpretation to problems found in the participants respective professional areas. This seminar, serving as an experimental version, will hopefully lead to a graduate course in multivariate statistics.

The project director received one-quarter released time to develop a user's guide for the seminar.

PROJECT EVALUATION:

The use of instructional materials, hand-outs, and User's Guide have proven very effective in presenting and meeting the objectives of the seminar. Also, access to the campus computer program was helpful. During the 1978-79 academic year one student took, as an independent study option, applied multivariate statistics. This is an encouraging development in terms of the possibility of this subject becoming, in the future, a regular course offering.

PROJECT STATUS: Concluded

MAY-JUNE/RELEASED TIME RECEIVED:

Tom Bohannon -- one-quarter released time, spring, 1978

PROJECT BUDGET:

Total Allocation	$200.00
Expended -- 1977-78	90.44
Expended -- 1978-79	-0-
Remaining	$109.56

PROJECT TOPIC: Math Anxiety Clinic

A group process technique at offering self-admitted, math-anxious adults the opportunity to reduce anxiety.

Date of Approval: April 1978

PROJECT DIRECTORS: Anita Kitchens, Mathematical Sciences
Arnold McEntire, Mathematical Sciences
Theresa Early, Mathematical Sciences
Tom Bohannon, Mathematical Sciences

PROJECT DESCRIPTION:

Previous Developments: The objective of the Math Anxiety Clinic held in May 1978 was to offer twelve adults the opportunity to investigate and deal with their self-admitted math anxiety. All of the participants had experienced math anxiety in the past and intended to take more math in pursuit of their careers.

Current Developments: During the year, instructors experimented with students submitting diaries to their instructor, as well as informal introductions in the first week with the expressed purpose of encouraging cooperation in studying as opposed to competition.

Also, on a larger scale, a statistical study was performed during fall 1978 in which all three sections of developmental math were compared: in Class A a stress inoculation training procedure was implemented to specifically reduce stress; in Class B only introductions and diaries were added to the usual routine; and Class C was taught by another instructor who had not been versed in the methods of the clinic. Classes were compared for change in anxiety level and difference in comprehension of the math.

PROJECT EVALUATION:

Accomplishments: The clinic was evaluated positively by instructors, participants, and the counselor. One of the conclusions derived from the experiment was that group anxiety was reduced by both a supportive classroom situation and a stress reduction process involving work with personal life premises and relaxation techniques. Secondly, important facets of stress reduction appeared during the project. Students (1) had better motivation after personal barriers within the group were removed, (2) became very much aware of strong physical reactions in stressful situations, and (3) learned more effectively when they perceived the teachers as sympathetic and caring because they were more relaxed. Finally, accepting responsibility for negative attitudes held concerning one's own abilities is an important step in alleviating math anxiety and perhaps the most difficult step to attain.

Future Directions: Having attempted some of the techniques in the classroom, all of the instructors agree on the importance of fostering cooperation in the classroom. Future directions will be (1) to continue studying in the area of anxiety reduction and its relationship to the learning of mathematics; (2) to expand expertise to meet the needs of different populations, such as teachers and math majors; and (3) at some future date, to begin a seminar of counselors, psychologists, and learning specialists from many areas who are interested in the effect of anxiety on learning. Methods, ideas, and

Math Anxiety Clinic (continued)

techniques from this summer clinic are presently being adopted for use in Math 0010, Developmental Math. Also, the instructors will incorporate some of the small but effective measures, such as the keeping of diaries and the emphasis on cooperation vs. competition, in their classrooms.

PROJECT STATUS: Concluded

MAY-JUNE/RELEASED TIME RECEIVED:

Anita Kitchens	2 weeks	May/June, 1978
Arnold McEntire	2 weeks	May/June, 1978
Theresa Early	2 weeks	May/June, 1978
Tom Bohannon	2 weeks	May/June, 1978

PROJECT BUDGET:

Total Allocation	$381.00
Expended -- 1977-78	130.58
Expended -- 1978-79	105.25
Remaining	$145.17

PROJECT TOPIC: PE 1550 Project

A project to evaluate and revise the content and materials for PE 1550, Introduction to Physical Education.

Date of Approval: March 1978

PROJECT DIRECTORS: William Steinbrecher, Health, Physical Education and Recreation
Ole Larson, Health, Physical Education and Recreation
Judith Clarke, Health, Physical Education and Recreation
Toni Wyatt, Shealth, Physical Education and Recreation

PROJECT DESCRIPTION:

This project provided the opportunity for the project directors to devote a full week to activities designed to improve the content and delivery of the PE 1550 course. These activities included (1) evaluation and revision of the course content; (2) revision of check sheets, inventories, outside reading materials, and grade loadings; (3) updating or development of norms for physical and motor fitness and swimming; (4) evaluation of physical performance requirements; (5) preparation of instructional materials; (6) evaluation of laboratory measures being used; and (7) redefining criteria for the subjective evaluation portion of grade and the "I" grading policy.

PROJECT EVALUATION:

The redesigned PE 1550 course was presented during the fall semester 1978. Those instructors who had previous experience in teaching the course were asked to subjectively evaluate the changes made. It was the consensus that all changes made had positive effects on the delivery and outcome of the course.

PROJECT STATUS: Concluded

MAY-JUNE/RELEASED TIME RECEIVED:

William Steinbrecher	1 week	May/June, 1978
Ole Larson	1 week	May/June, 1978
Judith Clarke	1 week	May/June, 1978
Toni Wyatt	1 week	May/June, 1978

PROJECT BUDGET:

Total Allocation	$200.00
Expended -- 1977-78	.70
Expended -- 1978-79	25.60
Remaining	$173.70

PROJECT TOPIC: Herbarium Index Project

Development of a manual and slide/tape presentation describing the use of the Appalachian State University Herbarium.

Date of Approval: March 1978

PROJECT DIRECTOR: Marie Hicks, Biology

PROJECT DESCRIPTION:

Previous Developments: The objective of this project was to develop a manual describing the correct use of the Appalachian State University Herbarium, which currently houses 12,000 sheets and is used by students in six classes of biology as well as visiting botanists and local plant enthusiasts. Instructions for use of the Gray Herbarium Index, a cross reference card file to all scientific names of vascular plants native to the new world, was included. This enables a researcher to gain access to pertinent bibliographic references, plant distribution and location of type specimens.

Graduate students pursuing research in the areas of plant taxonomy and ecology spend many hours working in the herbarium. Faculty members from other departments use the herbarium in their research. It is imperative that anyone contemplating use of the herbarium know how to locate, remove, study and replace sheets.

Current Developments: The instruction manual describing the use of the herbarium was prepared and produced by the Center for Instructional Development. Copies have been given to interested students and additional manuals are available in the university herbarium. The slide/tape projector is now installed in the herbarium with visual and taped instructions for use.

PROJECT EVALUATION:

Accomplishments: The current class of twenty-eight students in BIO 3304, Systematic Botany, have been making use of these aids to use the herbarium in preparation of plant collections that are part of their class work. A number of other visitors have also made use of these facilities. The herbarium is open to anyone interested in plant identification.

In the past, instruction for use of the facility has not only taken time, but also has discouraged its use. Many faculty hours were spent giving instruction in proper use procedures. With the manual and self-instructing slide/tape presentation, instruction will be available to anyone at anytime. It is expected that the new instructional materials will make the herbarium more useful to a broader range of people.

Problems: None cited.

Future Directions: The herbarium will continue to be maintained by the Biology Department with new cards added yearly to the index, making it an up-to-date reference to all vascular plants of the Western Hemisphere.

Herbarium Index Project (continued)

PROJECT STATUS: Concluded

MAY-JUNE/RELEASED TIME RECEIVED:

Marie Hicks 2 weeks May/June, 1978

PROJECT BUDGET:

Total Allocation	$2,790.00
Expended -- 1977-78	-0-
Expended -- 1978-79	2,733.61
Remaining	$ 56.39

PROJECT TOPIC: Instructional Development Proposal

Production of slides for use in the course, The LRC: Planning Learning Environments.

Date of Approval: March 1978

PROJECT DIRECTOR: Joleen Bock, Educational Media

PROJECT DESCRIPTION:

Previous Developments: The purpose of the project was to develop a set of slides showing examples of learning resources centers in community colleges and school media centers. The slides illustrate architectural features, traffic patterns, work flow and furniture and equipment planning. They were used in a 1978 summer workshop on Planning Learning Environments. They were also used in the Learning Laboratories course EM 6530 and the LRC Administration course EM 5100.

Current Developments: There have been no current developments in this fiscal year.

PROJECT EVALUATION:

Accomplishments: All major objectives of the project were met. The slides have been used in a variety of settings and have been found to enhance the class in several ways, but particularly they gave students the opportunity to see a wide variety of learning resources facilities and equipment. The workshop provided individuals from five states who were able to give a good overview of North Carolina community college learning resources.

Problems: School media centers were deleted from the project because of 1) visitation time available, and 2) the fact that no school media personnel took the course.

Future Directions: The project was concluded September 1978. The summer workshops will take place again in the summer of 1979.

PROJECT STATUS: Concluded

MAY-JUNE/RELEASED TIME RECEIVED:

Joleen Bock	1 week	May/June, 1978

PROJECT BUDGET:

Total Allocation	$ 90.00
Expended -- 1977-78	82.21
Expended -- 1978-79	110.65
Remaining	-102.86

PROJECT TOPIC: Biofeedback Training Laboratory

A project to establish a laboratory to train students in voluntary self-control through the use of biofeedback.

Date of Approval: April 1978

PROJECT DIRECTOR: DuMont Schmidt, Psychology, Counseling Center

PROJECT DESCRIPTION:

Previous Developments: The major purpose is to provide a free service to faculty and students in order to help develop new ways of dealing with stress when it interferes with the educational process. Specifically, learning of self-control of tension by means of biofeedback is emphasized. Participants learn to recognize their own stress patterns and control them more effectively.

The first semester of operation included three "pilot" groups of student volunteers and a brief introduction to faculty of biofeedback concepts by means of a one-day workshop and luncheon. During the second semester, two six-week stress management groups were conducted with participants selected according to more severe stress patterns. Presentations were made to Counseling Center staff in order to help them make intelligent referrals. A number of individuals were trained in the lab as an adjunct to psychotherapy. A number of class presentations were made to introduce biofeedback to students and faculty.

In order to provide ongoing training, several students were given intensive supervision in order to become "trainers." Two clinical psychology graduate students and two undergraduate psychology students are now qualified to be biofeedback trainers.

Various changes in training procedures were made in order to incorporate relaxation, stress management, and self-awareness as an integral part of training. The group format has proven to be effective, and will be continued. Increased offerings to faculty for ongoing training are tentatively being planned for summer 1979. The Counseling Center was very supportive in this effort and gave $470 in order to procure supplies, training manuals, and a recliner chair.

PROJECT EVALUATION:

Accomplishments: The major accomplishments have been to develop and refine training procedures, supervise student trainers in order to bring their skill level to the point where they can function independently, and establish the program as a known and viable service.

A considerable amount of data was generated by the project; a final evaluation tally (fall and spring semesters) was done in the final weeks of spring semester 1979. Twenty-five students were trained through intensive group training; ten students trained individually; eight trained as an adjunct to therapy; thirteen faculty and staff people were introduced to biofeedback via workshops and approximately ninety-five students received class demonstrations. This brings the total number of training sessions to two hundred and twenty-seven.

Biofeedback Training Laboratory (continued)

Problems: The major problems related to inadequate facilities for training. The heating cannot be controlled adequately, making hand temperature feedback extremely difficult. This problem could be minimized by insulating the windows more completely. The training procedure needs to be changed so that the trainees are not interrupted during their training session. An intercom and several specially shielded cables are required for this purpose.

Future Directions: The future goals are (1) to increase awareness among faculty of the usefulness of biofeedback and relaxation as a stress management technique, (2) to continue to offer it as a free service to students and (3) to maintain its identity as a vital part of counseling and education.

PROJECT STATUS: Concluded

PROJECT BUDGET:

Total Allocation	$4,800.00
Expended -- 1977-78	-0-
Expended -- 1978-79	4,878.78
Remaining	-78.78

PROJECT TOPIC: Interdisciplinary Conference on Information Science (Jesse Shera)

Dr. Jesse Shera, Dean Emeritus, School of Library Science, Case Western Reserve University, served as a resource person for a two-day interdisciplinary conference on current needs and future directions in information and library sciences.

Date of Approval: September 1978

PROJECT DIRECTOR: Alice Naylor, Educational Media

PROJECT DESCRIPTION:

Previous Developments: The emerging field of information science is of vital importance to the academic community particularly the Department of Educational Media which is presently undergoing intensive self-examination and change. Such change cannot come about without input from various sources, including authorities in the field. In addition, this change cannot be successful without the participation by other academic departments, alumni, and students with similar interests and needs. A committee representing the Colleges of Learning Resources, Business, and Learning and Human Development; Departments of Educational Media and Business Education and Office Administration; Office of Information Systems; Center for Instructional Development; Belk Library; Alumni Affairs; and the Student Chapter Data Processing Management Association was formed to develop the conference format and objectives around the visit of the distinguished Dr. Jesse Shera.

Current Developments: A two-day conference was held in Edwin Duncan Hall on March 1 and 2, 1979. The ASU community was invited to attend and special invitations were sent to educators and librarians across the state and region. The conference consisted of three seminars, a 12:10 Club luncheon, and a conference reception and banquet at which Ila T. Justice, Professor, Educational Media, was recognized for her thirty years of service to the ASU community.

Dr. Shera spoke at all of the sessions. The topics discussed were: a holistic view of educational media, the future of communication, improving library services through automation, discussion on curriculum and the library at the dawn of the twenty-first century.

PROJECT EVALUATION:

Accomplishments: Approximately 250 people attended one or more of the five sessions with Dr. Shera. The 12:10 Club was attended by 50 faculty and visiting librarians from neighboring institutions as far away as Raleigh and Charlotte. The College of Business session attracted approximately 30 students and faculty. A session with Learning Resources was attended by 60 librarians and staff of Belk Library. The discussion on curriculum for librarianship involved 40 students, faculty and staff. Alumni composed most of the 150 people attending the banquet. Several alumni attended all sessions.

The benefits from the conference were several:

1. An increased disciplinary cooperation and understanding between the sponsoring colleges. Since the conference, the College of Learning Resources and the Department of Educational Media have co-sponsored another conference; and the College of Business and the Department of Educational Media are planning to meet over joint interest in computer training for children.
2. The discussion of the educational media curriculum has been enhanced. Dr. Shera's ideas have contributed to a workshop on curriculum which was funded by the Center for Instructional Development as a May/June project.
3. The alumni of the Educational Media Department have helped establish and contributed to the Ila Taylor Justice Lecture Fund. Contributions of over $4000 have resulted to date. The lecture/conference will be held annually.
4. Students in the College of Business indicated a broadening of perspective on automation.
5. The conference contributed to the understanding and preparedness of the staff and faculty of the College of Learning Resources to the prospect of increased automation in library services.
6. The response received from an evaluation form distributed at the banquet was extremely positive to Dr. Shera's presentation. A selection of comments received were: "a very knowledgeable speaker," "made me more aware of the developments and thoughts of a leader in my discipline," "some exciting ideas as to library changes in the future."

Problems:

1. Mailing lists were not in good order when needed so some people received six notices of the conference, others none. This problem is being remedied.
2. Mailings of bulk items took over two weeks to reach their destination, so should have been mailed sooner than they were.
3. It is unfortunate that the facilities of the Continuing Education Center are not more conducive for conference use since it certainly would have been more convenient and attractive for some portions of the conference.

Future Directions: The interdisciplinary conference with Dr. Shera provided a valuable stimulus not only to students, alumni, and faculty of the Department of Educational Media but also students and faculty from the various sponsoring colleges and departments. In addition, many educators and librarians from across the region were brought to our campus. Of particular merit, the conference initiated the annual Ila Taylor Justice Lecture Series which will provide ongoing opportunity to conduct stimulating and evaluative conferences of this nature for the years to come.

PROJECT STATUS: Concluded

PROJECT BUDGET:

Total Allocation	$450.00
Expended -- 1978-79 ($350 contributed by Academic Affairs for honorarium)	586.04
Remaining	-136.04

PROJECT TOPIC: John Miller, Instructional Resource Person

An interdisciplinary conference on the creative process and the concept of the open university.

Date of Approval: February 1979

PROJECT DIRECTORS: Ralph Hall, Administration, Supervision, Higher Education
Leland Cooper, Administration, Supervision, Higher Education
Russ Walls, Psychology

PROJECT DESCRIPTION:

Previous Developments: The purpose of the project was to bring to the campus as an instructional resource person Mr. John Miller, Senior Producer for the British Broadcasting Company, Educational Television Division, for a two-day interdisciplinary workshop. John Miller is widely respected on both sides of the Atlantic and is responsible for innovative programming particularly in the area of television and radio drama and documentary. Mr. Miller has recently gained a degree of notoriety for his extensive work with the world-renowned Shakespearean actor, Sir John Gielgud.

Current Developments: The conference, "The Creative Process and the Challenge of the Open University," was held on April 26 and 27, 1979, in Edwin Duncan Hall. The first day's conference schedule consisted of a morning and afternoon session which had as its general theme "Creativity and the Artistic Process." The 12:10 Club luncheon address was titled "Politics and Mass Communications." Featured during the first day was the showing of the made-for-television drama "The Grand Inquisitor." Also, relevant excerpts from the eleven-part autobiographical radio series "An Actor in His Time" emphasizing Sir John Gielgud's approach to his craft was included. The second day of the conference dealt primarily with the concept of the open university in Great Britain and the use of television for instructional purposes. During the sessions two BBC films, one on the American Broadcasting Company's coverage of the 1976 Republican Convention in Kansas City and another on Great Britain's 1974 general elections, were aired.

PROJECT EVALUATION:

Accomplishments: Participants in the conference were favorably impressed with the knowledge and vision of this most articulate speaker. More than fifty people attended the first session and a similar number for the 12:10 Club presentation. For the other sessions, the average attendance was thirty. Participants included faculty, administration, and students of Appalachian State and several persons from neighboring institutions.

In response to the requests of those who saw the excellent film "The Grand Inquisitor" starring Sir John Gielgud, the ASU Film Library has ordered the film which will be available for use by the fall semester 1979.

Problems: In general, most problems resulted from the timing of the workshop which negatively affected attendance. The workshop followed immediately

John Miller, Instructional Resource Person (continued)

the English Department's "Festival of the Written Word." In addition, several other activities were scheduled on campus during this traditionally heavy activity period.

The under-representation of faculty and students from the English, Communication Arts and Educational Media Departments indicated a need for earlier publicity and more direct involvement of these departments with the conference.

Future Directions:

The interdisciplinary nature of the workshop was a great success in terms of content and moderately successful in terms of attendance. Miller's presentations were relevant to many areas within the humanities, the social sciences, and education. A more extended visit, possibly one or two weeks in duration, for credit, in the summer of 1980 is being planned.

PROJECT STATUS: Concluded

PROJECT BUDGET:

Total Allocation	$470.00
Expended -- 1978-79	512.07
($470 contributed by Academic Affairs for honorarium)	
Remaining	-42.07

PROJECT TOPIC: Creativity Workshops

Three daily workshops for faculty, administration, and staff dealing in the areas of creative problem-solving techniques.

Date of Approval: February 1979

PROJECT DIRECTORS: Ed Turner, Health, Physical Education and Recreation
Russ Walls, Psychology

PROJECT DESCRIPTION:

A survey was conducted in January of 1979 to determine the interest of the university community in a series of creativity workshops to be held May 21-23. The return was overwhelming, with a total of ninety responses collected by the Center for Instructional Development. Due to the strong response, three six-hour workshops were scheduled to be conducted in the Creativity Room, 300 Smith-Wright Hall.

PROJECT EVALUATION:

Accomplishments: The workshops were held on May 21-23, 1979, with a total of 27 persons attending the three workshops. Every participant viewed the workshops as practical and usable. The participants also gave high marks on the presentation techniques and the overall content of the seminars. Other positive comments included the incorporation by the presenters of many good ideas for use in teaching and the desire for similar workshops in the future.

Problems: The major problem was in attendance. A lack of commitment by faculty and administrative personnel who had previously signed up for the workshops became evident. However, if demand is strong enough, future creativity workshops are possible.

PROJECT STATUS: Concluded

MAY-JUNE/RELEASED TIME RECEIVED:

Ed Turner	1 week	May/June, 1979
Russ Walls	1 week	May/June, 1979

PROJECT BUDGET:

Total Allocation	$ 65.00
Expended -- 1978-79	122.96
Remaining	-57.96

APPENDIX B

Ongoing Center Projects, 1978-79

PROJECT TOPIC: Development of Audiovisual Teaching Aids for Clothing Classes

Development of slide/tape presentations for use in teaching basic principles of pattern fitting and alteration.

Date of Approval: July 1975

PROJECT DIRECTORS: Celia Roten, Home Economics
Janice Whitener, Home Economics

PROJECT DESCRIPTION:

Previous Developments: Several home economics classes deal with clothing construction. Demonstrations regarding principles of pattern fitting and alteration form a basic part of these classes and thus were repeated each term. The development of a slide/tape presentation of these principles was proposed in order to reduce greatly the preparation time for the class demonstrations, enable repeated presentations if needed, and allow the student to view the presentation on an individual basis. The program would also be useful to extension groups, 4-H clubs, high school and other college classes, and community sewing groups.

The sixteen scripts were recorded on reel-to-reel tapes and re-recorded on cassettes, and almost all the slides had been shot by the end of academic year 1977-78. Some of the slides and tapes were previewed at the spring workshop of the student section of the North Carolina Home Economics Association and by Bob McFarland of Educational Media.

Current Developments: Three sets of slides have been finished and duplicates made. Others are being organized and duplicated. Presentations of about one-fourth of the material was made at the North Carolina Home Economics Association meeting in Asheville and a meeting of cooperative teachers (supervisors of student teachers) at ASU. The Teacher's Seminar in October 1979 also featured information about the project. A screen and cassette recorder were ordered and are in use.

PROJECT EVALUATION:

Accomplishments: Five classes will be making use of the slide/tape material:

HEC 1000	Clothing and Man	(50-60 students/term)
HEC 2001	Clothing Construction	(12-25 students/term)
HEC 3001	Flat Pattern Design	(15-20 students/term)
SED 3130	Teaching Home Economics	(6 students/term)
SED 4700	Occupational Education	(6 students/term)

Other groups and classes may also find the materials useful. High schools and other colleges have expressed interest in purchasing the slide/tape sets if they become commercially available. Presentations to professional groups and limited use in the classroom have resulted in favorable responses.

Problems: The quality of some of the slides is not as good as expected and a few are missing. Problems in reshooting them (the models are no

Development of Audiovisual Teaching Aids for Clothing Classes (continued)

longer available and a great deal of time would be involved) will probably result in substitution of similar slides instead.

Future Directions: Duplication of the tapes and slides, synchronization of the tapes with the slides, and replacement of the lost slides will be done now and in early fall 1979. A retaping of the audio, edited for use with the individual viewer, is also planned. Use of the completed material in classes and its evaluation will be during 1979-80.

PROJECT STATUS: Ongoing

MAY-JUNE/RELEASED TIME RECEIVED:

Celia Roten -- one-half released time, spring, 1978

PROJECT BUDGET:

Total Allocation	$1,200.00
Expended -- 1975-78	462.25
Expended -- 1978-79	543.75
Remaining	$ 194.00

PROJECT TOPIC: Individualized Instruction in Sports Medicine

Duplication of videotapes to be used in PE 4030, Athletic Training Laboratory, and PE 4010, Prevention and Care of Athletic Injuries.

Date of Approval: January 1976

PROJECT DIRECTOR: Ron Kanoy, Health, Physical Education and Recreation

PROJECT DESCRIPTION:

Previous Developments: The State Department of Public Instruction Sports Medicine Division has available a series of videotapes on the prevention and treatment of athletic injuries. The project involved the duplication of twenty-nine tapes and preparation of booklets and self-tests for students' use in the Center for Instructional Development.

Current Developments: All the tapes have been duplicated and a booklet and self-test to accompany each has been completed. A comprehensive test covering all the units is now being prepared.

PROJECT EVALUATION:

Accomplishments: Approximately seventy-five students use the tapes in an academic year. In PE 4010 the students are required to view at least one topic area (one to four tapes) and are encouraged to view more. In PE 4030 the students are required to view all tapes within a two-semester period.

Problems: Constructive criticism received on the evaluation sheets that are returned by all students is periodically reviewed. A few tapes receive negative responses, largely because of the method of presentation and not necessarily the content matter. A possible solution is included below.

Future Directions: The project's original intent has been met. An additional tape produced with the help of local physicians would be useful in presenting material not covered by the existing tapes and in responding to suggestions received through the student evaluations.

PROJECT STATUS: Ongoing

PROJECT BUDGET:

Total Allocation	$1,000.00
Expended -- 1975-78	587.30
Expended -- 1978-79	-0-
Remaining	$ 412.70

PROJECT TOPIC: A Modified Keller Plan Format for the Introductory Chemistry Program

Development and evaluation of a self-paced instructional program for Chemistry 1101-02, Introductory Chemistry

Date of Approval: November 1975

PROJECT DIRECTORS: Thomas Rhyne, Chemistry
Donald Sink, Chemistry

PROJECT DESCRIPTION:

Previous Developments: The modified Keller Plan approach offers the following methods different from the traditional course:

1. Lectures on an optional basis
2. Audio-visual materials available daily to students on an individual basis
3. Check-out of materials on weekends
4. Student assistants available for individual and small group discussions/assistance
5. Materials divided into self-paced units

The initial experience with the Keller Plan approach shows that a comprehensive introductory workshop for student assistants is needed to define their role in relation to students and instructors.

Current Developments: The departmental curriculum committee was brought up to date on the pedagogy involved in the course through two presentations to the committee by the project directors.

The delivery of the course was modified in several ways in response to previous student evaluations. New aspects introduced this year include an expanded time period for testing, elimination of the option of repeating exams near the end of the semester, and the placement of two complete sets of the audiovisual aids in the Center for Instructional Development learning laboratory.

PROJECT EVALUATION:

Accomplishments: As in the past, a questionnaire was sent to all students enrolled in the course during fall semester 1978. The major results are as follows:

Distribution: 115 students
Returned by mail: 30 students
Percentage of return: 26% (60% freshmen; 20% sophomore; 10% junior, 10% senior)

A Modified Keller Plan Format for the Introductory Chemistry Program (continued)

Anticipated Grades: 14% A; 17% B; 29% C, 20% D; 14% F
Percentage of return and anticipated grades on face value appear representative.

Major findings from the sample questionnaires:

1. Fifty percent of the students responding did not intend to continue course

2. A sixty percent majority indicated using the instructional assistants and the instructors for assistance on course materials

3. Eighty-two percent indicated that these contacts were effective

4. Eighty percent answered that they had little or no use of the prepared audiovisual materials. Their effectiveness was rated fair or poor by a 2-1 margin with seventy percent of the respondents failing to answer this question at all

5. Over seventy percent of the respondents gave successful ratings of achieving the goals of the course; assisting them in establishing more effective study habits and allowing for more student/teacher interaction than normal

6. Eighty-three percent of the respondents liked or were neutral to the general method (Keller Plan) used in the course

7. Eighty percent felt that the course structure made them rely more fully on their own study for understanding the material

8. Two-thirds felt that what was expected from them concerning the course method was clearly stated and that they learned more or about the same in terms of the subject matter of this course as contrasted to a more traditionally taught course

9. More than eighty percent found the class materials used (i.e., textbook, books, course manual) to be adequate. However, fifty-seven percent of those responding believed the audiovisual materials were not adequate

10. Comments to change the course structure which were mentioned by at least fifty percent of the respondents were (1) no final, (2) more lectures, (3) less material to cover

Future Directions: There will be an attempt to increase the use of the audiovisual materials by placing one set of materials in the tutorial areas used by the student assistants when assisting the students in their course work. In addition there will be new purchases and/or development of audiovisual materials, possibly videotapes, to be used in conjunction with the course.

PROJECT STATUS: Ongoing

PROJECT BUDGET:

Total Allocation	$17,415.00
Expended -- 1975-78	15,620.30
Expended -- 1978-79	16.65
Remaining	$ 1,778.05

PROJECT TOPIC: Instruction in Post-Secondary Education

Development of instructional modules designed to train faculty members in the use of alternative teaching procedures.

Date of Approval: January 1976

PROJECT DIRECTOR: Ralph Hall, Administration, Supervision and Higher Education

PROJECT DESCRIPTION:

Previous Developments: The purpose of the project was to develop one of the four proposed modules. The module, to be completed in four units, is titled "Testing Measurements" and consists of material regarding the development, analysis and scoring of test instruments, including instructions for the optional use of ASU's Computer Center test-scoring program. The unit topics are: "Computer Test Scoring," "Multiple Choice," "Essay Tests," and "Higher Level Mental Processes."

Current Developments: A slide presentation is in the process of being made to be used in conjunction with each unit of the testing module.

PROJECT EVALUATION:

Accomplishments: The testing materials (excluding the slide presentation) were used in the Testing Workshop sponsored by the Center for Instructional Development in October 1978.

Problems: The project was begun in 1976 and should have been completed in the same year. However, it met with various problems that prolonged the finalization of the project. These had to do with such matters as scheduling appropriate times for Audiovisual Services to do the audiovisual work, frequent turnover of graduate assistants from the Center for Instructional Development to work on projects, delay on getting the graphics done, and having to rewrite the narrative of the script.

Future Directions: The project is near completion. The script has been rewritten. The visuals have been shot, and all the art work has been finished. Estimated finalization for project is set for late July 1979.

PROJECT STATUS: Ongoing

MAY-JUNE/RELEASED TIME RECEIVED:

Ralph Hall	2 weeks	May/June, 1977
Glenda Hubbard	2 weeks	May/June, 1977
Mayrelee Newman	½ week	May/June, 1977

PROJECT BUDGET:

Total Allocation	$500.00
Expended -- 1975-78	860.98
($449 for travel)	
Expended -- 1978-79	115.95
Remaining	-476.93

PROJECT TOPIC: Videotapes of Haydn String Quartets

Videotaping of performances and analysis of the Haydn string quartets.

Date of Approval: April 1976

PROJECT DIRECTOR: Nancy Critelli, Music

PROJECT DESCRIPTION:

Previous Developments: The project's intent is to provide an aid to the teaching of string quartet in more depth than students had previously encountered. Haydn, said by many musicologists to have been the originator of the string quartet, was chosen as the subject for the videotapes. Through study of his quartets, it was felt the pattern of development of the quartet and the logic of the structure, form, harmony and thematic materials of the string player would become evident.

The videotapes (four one-hour sessions) are intended for classroom use and possibly to help promote ASU's string music department. Other chamber music groups in high schools and at other UNC branches may also find the tapes useful.

Script, visuals, and preliminary recordings were prepared during 1977-78.

Current Developments: Recording of audio, taping of graphics, and some editing was completed during 1978-79.

PROJECT EVALUATION:

Accomplishments: The project is very near completion; editing and evaluation are yet to be done.

Problems: The project has taken more time than originally planned. Script preparation and accompanying research had not been planned; other faculty members had originally agreed to prepare this. The proposal was written with the idea of using ASU students and faculty for the performances. It was later felt that using other groups as well would add interest. The scheduling problems this brought about added to the time devoted to the project. In the technical aspect of the videotaping, editing has been slowed down due to the inaccessibility of the editing equipment. Classroom use of the equipment is first priority, leaving its scheduling for project use secondary. The time extensions required due to these problems has resulted in some loss of interest in the project.

Future Directions: Editing is to be completed this summer. Evaluation and use of the tapes will begin during summer or fall term 1979.

PROJECT STATUS: Ongoing

MAY-JUNE/RELEASED TIME RECEIVED:

Nancy Critelli -- one-third released time, spring, 1978

Videotapes of Haydn String Quartets (continued)

PROJECT BUDGET:

Total Allocatio n	$600.00
Expended -- 1975-78	2.20
Expended -- 1978-79	.20
Remaining	$597.60

PROJECT TOPIC: Workshop for Graduate Assistants

A workshop to acquaint new graduate assistants with their teaching, service, and/or research responsibilities.

Date of Approval: May 1976

PROJECT DIRECTORS: Richard Rupp, Graduate School
William C. Hubbard, Center for Instructional Development

PROJECT DESCRIPTION:

Previous Developments: The Workshop for Graduate Assistants conducted by the Graduate School and the Center for Instructional Development has been undertaken with considerable success for three consecutive academic years. It has become the principal vehicle whereby graduate assistants come together for mutual support, confidence building and motivation before beginning, for many of them, their professional lives in higher education.

Current Developments: The third annual Workshop for Graduate Assistants was held in Edwin Duncan Hall on Saturday, August 26, 1978. The keynote address was delivered by Dr. Ray Betts, Professor in the Department of History, University of Kentucky. Dr. Betts emphasized the professional role that the graduate assistants were or would be fulfilling and the nature of the teacher/student relationship.

The luncheon address was given by Chancellor Herbert Wey who announced the establishment of two awards for the best graduate assistants in teaching.

Three sessions of the workshop centered on specific areas in instruction in higher education, i.e., course planning, course evaluation, inquiry/discovery, and lecture methods of teaching. The first session of the workshop consisted of experienced teaching assistants serving as peer consultants discussing possible problems, answering questions, and providing direction to the new graduate assistants.

PROJECT EVALUATION:

Accomplishments: Eighty-one (81) graduate assistants attended the workshop. Total attendance at the luncheon was 160, reflecting the positive interest in the day's activities. Present at the luncheon were the Chancellor, Vice Chancellor of Academic Affairs, many deans, department chairpersons, graduate advisors, and faculty presenters in a joint effort to assist and give support to the graduate assistants in understanding their important role in the overall education of the Appalachian State student.

A self-report questionnaire was distributed to all workshop participants of which forty percent were returned. An analysis of those returned indicated that the best sessions in terms of usefulness of content and interest of presentation were the keynote address, followed by the lecture and inquiry/discovery method sessions. Other major strengths of the workshop as indicated by the participants were (1) the professionalism of the workshop in terms of its planning and organization, (2) the time set aside for socializing and discussion with faculty and fellow graduate assistants,

Workshop for Graduate Assistants (continued)

(3) the relevancy and originality of the videotapes used in connection with some of the sessions, and, of course, (4) Dr. Ray Betts as keynote speaker.

Problems: The problems of the workshop as indicated by the participants were (1) the absence of instructional methods that meet the art and music graduate assistants' perceived needs; (2) although there was an increased usage of experienced T.A's in assisting in several workshop sessions, participants noted what appeared to be their lack of preparation; (3) the absence of a session which speaks more directly to the needs of research and service assistants.

In the opinion of the workshop organizers, one of the major problems of the workshop was that only 52 percent of the graduate assistants attended. It is expected that all graduate assistants attend each fall workshop. Aside from the individual responsibility, supervision begins with the graduate adviser in each department. Departments across campus should be responsible for reminding and informing all graduate assistants about the workshop. In the future there will be included in the graduate assistants' letter of appointment from the Graduate School information about the workshop and their expected participation.

Although not a major problem, it should be noted that Duncan Hall as the workshop site was only adequate in meeting the overall needs of the workshop. The Center for Continuing Education is probably the ideal location in terms of room flexibility for formal presentations and group discussion. However, the prohibitive cost of using the Center and the lack of being assured reserved space has made it impractical to schedule there.

Future Directions: The continuance of the workshop for graduate assistants was approved at the April 1979 meeting of the Project Review Board. The workshop will be scheduled for Saturday, August 18, 1979, from 8:30 a.m. to 4:45 p.m., using the facilities in Whitener Hall, i.e., auditorium, classrooms, and the Center for Instructional Development. The earlier date was chosen for this year to allow graduate assistants to be oriented and involved in course planning and departmental organization before their classes meet for the fall term.

Special efforts have been made to design this year's workshop from recommendations made in last year's evaluation. Included among these changes are the following:

1. Involvement of graduate advisors as moderators of the sessions and to coordinate possible follow-up workshops on a departmental basis.
2. Utilizing the resource person in conducting workshop sessions in addition to giving the keynote address.
3. Incorporating audio-visual usage, academic advising, placement concerns, and individualized instruction into the workshop format either through sessions or setting up special resource tables and demonstrations.

Workshop for Graduate Assistants (continued)

PROJECT STATUS: Ongoing

MAY-JUNE/RELEASED TIME RECEIVED:

Peggy Hartley	3 weeks	May/June, 1977
Cathy Cash	2 weeks	May/June, 1977
Cornelia Baker	2 weeks	May/June, 1977

PROJECT BUDGET:

Total Allocation	$3,073.60
Expended -- 1975-78 ($200 contributed by Academic Affairs for honorarium)	1,275.03
Expended -- 1978-79 ($200 contributed by Academic Affairs for honorarium)	355.88
Remaining	$1,442.69

NOTE: The contributions from the Development Office and the various deans to pay luncheon costs are gratefully acknowledged.

PROJECT TOPIC: Experiment in General Education

Continued evaluation of the effect of interdisciplinary cooperation and small group membership on academic, personality, and attitudinal variables of incoming freshmen.

Date of Approval: September 1976

PROJECT DIRECTORS: Art Skibbe, Psychology
O. K. Webb, General College

PROJECT DESCRIPTION:

Previous Developments: The General College Freshman Project was conceived by the administration of the General College as an attempt to assess the impact of "cluster" classes and loosely structured interdisciplinary cooperation on academic and personal development in representative groups of Appalachian State University freshmen. Two groups of representative first semester freshmen were assigned to three classes together. In addition, one of the groups was assigned dormitory rooms in such a way that all the males lived in close proximity to each other in a man's dorm, and females were housed in a similar fashion in a women's dorm. The instructors teaching the two groups, one instructor each from the Psychology, History, and English Departments, were encouraged to maintain contact with each other and to attempt to integrate materials across the three courses. Initiated in the 1976-77 school year, the project was compromised for two consecutive years as a result of difficulties in registering only the selected students in the designated classes. In both the 1976-77 and the 1977-78 years, some of the students chosen for the project were not registered for the classes and some of the students in the classes were not those selected for the program.

Current Developments: The project was attempted again this year. The problems with registration were finally overcome, and the cluster classes contained only the intended students. Subjects were selected for the project during freshman orientation in the summer of 1978. The primary criterion in selection was that the student had registered for three specific courses (ENG 1000, PSY 2201, HIS 1101). Since a majority of the freshmen do not take PSY 2201 and many, if not most, do not sign up for HIS 1101, and finally a fair number take English courses other than 1000, the total number of students taking all three courses was less than one hundred. All eligible subjects were placed in one of the following three groups:

Group A, fifteen females and eleven males were enrolled together in special sections of PSY 2201, ENG 1000, and HIS 1101. In addition, all the males were housed on one end of a single floor in a men's dormitory and all the females were housed on one end of a single floor in a women's dormitory. This group will be called the "live together" group.

Group B, fourteen females and ten males were all enrolled together in special sections of the above-mentioned courses and assigned to rooms in the usual freshman fashion. This group will be called the "class only" group.

Group C, a control group of twelve females and seven males were assigned to rooms in the usual freshman fashion.

Experiment in General Education (continued)

PROJECT EVALUATION:

Accomplishments: The first indication of student feelings about the cluster program came in the form of journal entries done as a homework assignment for the psychology course. Responses indicated that the cluster program was much more salient to students in Group A (the live-together group) than it was to Group B (the class-only group). The primary data available at this point on the effect of the cluster manipulation consists of data taken from student transcripts after the completion of the first semester. Overall, the effect of the live-together cluster manipulation on the females appears to have been quite positive. Group A females took more hours, took more hours graded on the "A - F" grading scale, and made better grades in both cluster courses and other courses. In addition, the Group A females indicated that they were quite pleased and satisfied with the cluster program. For males, no effect of the cluster manipulation has been discerned on academic variables. Based on written comments, the live-together cluster manipulation seems to at least have been viewed as a positive experience by males.

Problems: The primary problem at this point involved the apparent lack of effect of the cluster on males. The nature of this finding may be more fully elaborated with a replication involving a greater number of subjects. In addition to academic data, personality and attitudinal measures are also being compiled.

Future Direction: It is proposed that for the 1979-80 academic year the project be run in a similar fashion as previously with the following modifications:

1. The class-together cluster group be dropped and replaced by another live-together cluster.

2. A "captive" control group be created by leaving space in PSY 2201 for twenty-seven matched controls who would be available for personality testing as well as academic comparisons.

The current group as well as next year's group will be followed for the next four years to fully assess the lasting impact of the cluster experience on grades and admission retention. If the manipulation proves to result in students remaining in college for a longer period of time, the cluster program may prove to be of financial value to the university, as well as of personal value to the involved students. Such a development would be most beneficial especially since recruiting and retaining students is becoming more salient to universities and colleges across the country.

PROJECT STATUS: Ongoing

MAY-JUNE/RELEASED TIME RECEIVED:

Art Skibbe	3 weeks	May/June, 1977
Art Skibbe	2 weeks	May/June, 1978
Art Skibbe	1½ weeks	May/June, 1979

Experiment in General Education (continued)

PROJECT BUDGET:

Total Allocation	$500.00
Expended -- 1976-78	294.80
Expended -- 1978-79	96.04
Remaining	$109.16

PROJECT TOPIC: Interdisciplinary Workshops

To develop and conduct workshops to prepare faculty of Watauga College to utilize effectively team teaching and enhance teacher effectiveness in general.

Date of Approval: September 1976

PROJECT DIRECTOR: Peter Petschauer, Watauga College, General College

PROJECT DESCRIPTION:

Previous Developments: During the fall of 1977 the first workshop for the Watauga College faculty was held. It was lead by Mike Lombardo and gave a great deal of information and experience on team-teaching which was amplified. A team-teaching workshop was held in the spring of 1978. The emphasis of the workshop was on preparing the 1978-79 Watauga College faculty members for the use of the "Kansas Plan" approach to a curriculum and to illustrate the use of a number of teaching strategies. The "Kansas Plan" is a form of team-teaching which seemed particularly useful for Watauga College. In essence, it means that all students taught by a team of professors sign up for a three hour core course and are then split into "satellite" courses for more detailed investigation of the core topic.

Current Development: The "Kansas Plan" was used for six core hours during the academic year 1978-79. The workshop was followed up this spring with alternate Friday teaching discussions.

PROJECT EVALUATION:

Accomplishments: The workshop was considered successful by those who attended. It affected the seven members of the IDS team and most of the faculty teaching in Watauga College during the last year. Most importantly, it helped to attain an unusually high degree of cohesion among the 1978-79 Watauga College faculty members. To maintain this required cohesion also took many meetings during the course of the academic year.

Of equal importance, the final detailed workings of the "Kansas Plan" were arrived upon, offering the faculty many teaching options for review and use.

Problems: A major problem was the lack of experience with the "Kansas Plan." Problems that arose could have been resolved in less time if someone on the faculty had been more experienced with the teaching strategy. Another problem was the inordinate amount of time spent on establishing cohesion among faculty, limiting the time spent on big issues like teaching and teaching strategies.

The diversity of the group was a problem because such workshops should be realistic enough to help with faculty members teaching and yet idealistic enough to introduce and stimulate new ideas and approaches. The more diverse the group, the more difficult it is to combine practicality with generalities.

Interdisciplinary Workshops (continued)

Future Directions: An additional workshop was held during May/June 1979 which should assist in alleviating some of these problems. A final evaluation of that workshop was not available at presstime.

PROJECT STATUS: Ongoing

MAY-JUNE/RELEASED TIME RECEIVED:

Thomas Cowley	½ week	May/June, 1978
Bud Gerber	½ week	May/June, 1978
Maggie McFadden-Gerber	½ week	May/June, 1978
Leighton Scott	½ week	May/June, 1978
Jay Wentworth	½ week	May/June, 1978
Helena Lewis	½ week	May/June, 1978
Marv Williamsen	½ week	May/June, 1978
Assad Adib Rahhal	½ week	May/June, 1978
Frans van der Bogert	½ week	May/June, 1978
Oscar D. Holton	½ week	May/June, 1978
Sandra Robertson	½ week	May/June, 1978
Paul Fox	½ week	May/June, 1978
Tom McLaughlin	½ week	May/June, 1978
Burt Purrington	2 days	May/June, 1979
Hubertien Williams	2 days	May/June, 1979
Dan Hurley	2 days	May/June, 1979
Braxton Harris	2 days	May/June, 1979
Jawad Barghothi	2 days	May/June, 1979
Bud Gerber	2 days	May/June, 1979
Joan Walls	2 days	May/June, 1979
Thomas Cowley	2 days	May/June, 1979
Maggie McFadden-Gerber	2 days	May/June, 1979
Leighton Scott	2 days	May/June, 1979
Jay Wentworth	2 days	May/June, 1979
John Mackey	2 days	May/June, 1979
Jackson Butler	2 days	May/June, 1979
Carl Ross	2 days	May/June, 1979
Oscar D. Holton	2 days	May/June, 1979
Bettie Bond	2 days	May/June, 1979
Howard Dorgan	2 days	May/June, 1979

PROJECT BUDGET:

Total Allocation	$475.00
Expended -- 1976-78	33.93
Expended -- 1978-79	557.67
Remaining	-116.60

PROJECT TOPIC: History Department Project in Instructional Development

Development and preliminary evaluation of alternative formats of instruction in history.

Date of Approval: February 1977

PROJECT DIRECTOR: Charles Blackburn, History

PROJECT DESCRIPTION:

Previous Developments: The project is designed for the development and preliminary evaluation of alternative formats of instruction in both the World Civilization, HIS 1101 and 1102, and American Civilization, HIS 2201-2204 sequences. Previous developments have been productive. Small group instruction was utilized by twelve faculty members, personalized systematic instruction (Keller Plan) was implemented, and modified lecture/discussion was also utilized. A learning laboratory was set up during spring semester 1978.

Current Developments: During the past year, there have been plans laid for orientation presentations to the freshman history classes and possibly to the new students during freshman orientation. These slide-tape presentations will inform the students of the history laboratory and its resources to aid their study habits.

Another concern has been in the area of faculty development within the History Department. An ad hoc committee has been formed to pinpoint the areas of interest and begin formation of workshops for the future.

PROJECT EVALUATION:

Accomplishments: The initiation of a history laboratory has proven effective for the students. Improvement in reading skills, exam skills, and writing skills are offered to students who need this type of assistance. The History Lab is also used as a center for viewing and listening to audiovisual classroom aids. Students majoring in history work in the lab to provide assistance to the student body.

Problems: A problem encountered this year has been to get all faculty to take advantage of the services provided by the History Laboratory. This will soon change because faculty are discovering that the lab is open every day and can provide a great resource to testing and administering help to individual students.

Future Directions: Plans are being laid for a new project involving all history faculty in World Civilization workshops to re-kindle enthusiasm among faculty and to further implement new formats of instruction.

PROJECT STATUS: Ongoing

History Department Project in Instructional Development (continued)

MAY-JUNE/RELEASED TIME RECEIVED:

George Antone	4 weeks	May/June, 1977
Charles Blackburn	2 weeks	May/June, 1977
Lawrence Bond	2 weeks	May/June, 1977
Rennie Brantz	2 weeks	May/June, 1977
J. Max Dixon	2 weeks	May/June, 1977
Eugene Drodzowski	2 weeks	May/June, 1977
Silvia Forgus	2 weeks	May/June, 1977
Sheldon Hanft	2 weeks	May/June, 1977
Lowell Green	2 weeks	May/June, 1977
Winston Kinsey	2 weeks	May/June, 1977
Ruby Lanier	2 weeks	May/June, 1977
Helena Lewis	2 weeks	May/June, 1977
Michael Moore	2 weeks	May/June, 1977
Judith Pulley	2 weeks	May/June, 1977
Raymond Pulley	2 weeks	May/June, 1977
Carl Ross	2 weeks	May/June, 1977
Donald Saunders	2 weeks	May/June, 1977
Stephen Simon	2 weeks	May/June, 1977
Frank E. Wozniak	2 weeks	May/June, 1977
Laurel Vaughn	2 weeks	May/June, 1977

PROJECT BUDGET:

Total Allocation for 1976-77 ($19,000 contributed by Academic Affairs for personnel)	$19,800.00
Expended in 1976-77 (supplies) ($18,422.48 expended for personnel)	329.37
Remaining	$ 470.63
Total Allocation for 1977-78 ($10,600 contributed by Academic Affairs for personnel)	$19,600.00
Expended in 1977-78 (supplies) ($599 expended for instructional resource persons; $8,400 expended for graduate assistants to cover faculty project released time)	7,378.30
Expended in 1978-79	1,305.99
Remaining	$ 786.34

PROJECT TOPIC: 12:10 Club

A regularly scheduled luncheon to familiarize faculty, administration, and graduate assistants with various instructional and developmental activities occurring on campus.

Date of Approval: February 1977

PROJECT DIRECTOR: Center for Instructional Development

PROJECT DESCRIPTION:

Previous Developments: The idea of the 12:10 Club originated in the Center for Instructional Development as a means of keeping faculty informed of activities of an academic and/or instructional nature occurring across campus. The monthly meetings were held at the Center for Continuing Education and included a "dutch treat" luncheon. The format consisted (and remains so) of a speaker(s) making his/her presentation followed by a thirty-minute question/answer session. There were seven meetings of the 12:10 Club during the academic year 1977-78.

Current Developments: Last year's average attendance at the seven 12:10 Club presentations was 31. Although the Center for Instructional Development considered this a good response, it was this year's objective to increase the average attendance by at least 25%. To meet this goal it was decided to move the 12:10 Club to the Chancellor's Dining Room anticipating that the convenient location and the more extensive menu offering would assist in increasing attendance. In addition, a logo was designed to be used for advertising purposes.

The meetings of the 12:10 Club during this academic year are as follows:

DATE	SPEAKER	TOPIC	ATTENDANCE
9/14	Bill Gora, Music	ASU Jazz Ensemble	35
10/10	DuMont Schmidt, Psychology	Biofeedback Training Lab	37
11/15	Gil Zuckerman, Economics	Interdepartmental Cooperation in Teaching Statistics	28
12/5	Paul Fox, Psychology	CBTE Course in Educational Psychology	30
2/13	Gary Ridout, N. C. Department of Public Instruction	Sex Equity and Public Instruction	34
3/1	Jesse Shera, Library Science, Case Western Reserve Univ.	A Holistic View of Educational Media	52
3/19	Malcolm Knowles, Adult Educator, N.C. State Univ.	Lifelong Learning	52
4/5	Claire Mamola, Secondary Ed. Jim Long, Psychology	Enhancing Teacher Education	26
4/18	John Geary, Business Law	Courts & Academic Practices	22
4/26	John Miller, Senior Producer, BBC	Politics and Mass Communications	50

12:10 Club (continued)

PROJECT EVALUATION:

Accomplishments:

1. The average attendance for the ten 12:10 Club luncheons was 38, which is slightly under the 25% goal of increasing attendance. The increase is significant considering that attendance was maintained even though there were six luncheons (three in April) during the spring semester.
2. The incorporation of several instructional resource persons from outside the university as presenters dramatically helped to increase attendance.
3. The interest shown by faculty members in being presenters is high. In addition, a number of faculty have sponsored and suggested speakers and topics.
4. The topics have been quite varied including Center projects, critical issues in higher education, and initiatives in stimulating interdepartmental cooperation in instruction.
5. The service and the variety and quality of the food provided has been outstanding, adding immensely to the overall enjoyment of the occasion.

Problems: The major problem was the unexpected increase in the cost of the luncheon from $3.00 plus tax to $3.50 plus tax for the spring semester. Although overall attendance has been excellent, the increased cost may have been partly responsible for the lower attendance for the in-house presenters in April. A possible return to the $3.00 luncheon may be negotiated for the next academic year.

Future Directions: Next year it might be a good idea to use a combination of the buffet and the less formal luncheon. Those wishing to have something to eat could either proceed through the cafeteria line or simply brown bag their lunch.

The 12:10 format will remain the same next year. The use of outside instructional resource persons, which stimulated attendance, will be continued. A possible addition to the presentations would be inviting faculty who have recently had published research articles, books, monographs, etc. to discuss their work.

PROJECT STATUS: Ongoing

PROJECT BUDGET:

Total Allocation	$410.00
Expended -- 1976-78	217.12
Expended -- 1978-79	533.24
Remaining	-340.36

PROJECT TOPIC: Videotaped Instructional Modules for Communication Arts

The development of six videotaped instructional modules for CMA 2110, Introduction to Nonverbal Communication, and CMA 1100, Introduction to Speech Communication.

Date of Approval: March 1977

PROJECT DIRECTORS: Howard Dorgan, Communication Arts

PROJECT DESCRIPTION:

Previous Developments: CMA 2110 has been broadly divided into six major units of study: (1) an introduction to the field; (2) the kinesic communication system; (3) parakinesic communication systems - oculesics, haptics, and vocalics; (4) the proxemic communication system; (5) the objectic communication system; and (6) nonverbal interaction in specific types of communication, a composit and functional view. It was proposed that each of these units--as they are approached in the instructional schedule--be introduced by a thirty-minute videotape, that each of the videotapes cover the basics of the respective unit, and that subsequent lectures, discussions, student projects, etc. serve to extend and apply the information and principles presented in these tapes. It was also proposed that the first of these tapes, "An Introduction to the Field," serve a dual role by being used as the nonverbal communication module for CMA 1100, An Introduction to Speech Communication.

During the academic year 1977-78 investigation of the subject area was completed and the script for Module #1, "An Introduction to the Field," was written. This task was completed during the first semester of 1977-78, but a continuation of the project was delayed somewhat during the second semester of that year as some work was completed in the production studios.

Current Developments: During the fall semester of 1978 taping began on the first module. This tape will be the longest of the six, approximately forty-five minutes, and the script calls for 115 brief scenes. Therefore, the fall semester and thus far in the spring semester have been devoted to shooting these scenes; approximately ninety percent of this part of the project is completed. In late spring and early summer the editing of this first tape is to begin. It is expected to be ready for use at the beginning of the fall semester of 1979-80. Much of what has been shot for the first tape will be used again in subsequent modules; therefore, it is expected that the project will move along much faster now that termination of this first tape is at hand.

PROJECT EVALUATION:

Accomplishments: Since no tape is as yet ready for use in the classroom, there is no data relative to the effectiveness of the instructional materials. However, the quality of the footage shot so far appears to be excellent.

Problems: The only problem encountered is one of time. It takes a great deal of time to produce a quality thirty- or forty-minute videotape.

Videotaped Instructional Modules for Communication Arts (continued)

The script has required that one shoot in a multitude of various settings around the campus. On several occasions over an hour of transporting and setting up equipment in order to shoot a fifteen-second scene has occurred. However, these frequent changes in setting will pay off, resulting in a tape that is not static and illustrates nonverbal communication in a variety of environments.

Future Directions: After Module #1 is finished, work will begin on the other five modules. In the fall of 1979 the plan is to initiate a new instructional approach in CMA 1100 classes (see project-Introduction to Speech Communication). This first taped module is to be integrated into the new course of study for CMA 1100. Therefore, next fall approximately three hundred students are expected to benefit from the first stage of this project.

PROJECT STATUS: Ongoing

PROJECT BUDGET:

Total Allocation	$950.00
Expended -- 1976-78	-0-
Expended -- 1978-79	106.00
Remaining	$844.00

PROJECT TOPIC: Materials Development, Foreign Languages and Economics

Development of instructional materials for use in the conversational courses in French, German, and Spanish 3530 and 3531.

Date of Approval: March 1977

PROJECT DIRECTORS: Judith Rice Rothschild, Foreign Languages
William Turpin, Economics

PROJECT DESCRIPTION:

Previous Developments: This project involves the development of cirruculum materials for FR 3530, GR 3530 and SP 3530 (taught in fall semester) and FR 3531, GR 3531 and SP 3531 (spring semester course). A two-semester sequence of 3530-3531 is required of all students participating in the "joint venture" in international business, economics and foreign languages offered by the Departments of Foreign Languages and Economics.

Current Developments: Because some materials for these courses (whose topics are devoted in the proportion of approximately one-third to contemporary culture and civilization; one-third to economics, international trade, and business; and one-third to history and politics both internal and external) can be found in recently-published soft-cover books designed for conversational and/or reading courses, the grant has been utilized to supplement the various textbooks. Each semester there has been reproduction of more recent materials appropriate to economics, international commerce, business developments and current cultural trends which have appeared in weekly and monthly magazines and newspapers.

In addition, a variety of audio-visual materials from various publishers (e.g. La Documentation francaise, a French government agency) and several magazines have been selected for order during 1978-79, if possible. If not, all the selected materials can be ordered during the current fiscal year The remainder of these new instructional aids will be purchased after the beginning of fiscal year 1979-80. The materials selected, moreover, could be utilized in several other courses in the respective languages.

PROJECT EVALUATION:

Accomplishments: Tests of auditory discrimination and comprehension and of speech production have been developed to be given to the students at the beginning and end of each semester of 3530 and 3531. Questionnaires concerning each student's perceptions of their individual linguistic competence and deficiencies have been developed for administration at the beginning and end of each semester. Furthermore, some "joint venture" students, after taking 3530 and 3531 or concurrent with enrollment in those courses, have realized a need to strengthen and to expand their knowledge of French grammar. They have enrolled in the course sequence FR 3070-3080 during 1978-89; others will do so during 1979-80. Other "joint venture" students whose first language is Spanish have done and will do the same for the one-semester Spanish grammar course. These grammar courses are not included among those required in any one of the three "degree tracks" in Economics, International Business and Foreign Languages.

Materials Development, Foreign Languages and Economics (continued)

During the 1978-79 academic year, 12 students in FR 3530 and 20 students in SP 3530 have benefited from the materials.

Problems: Several problems occurred, one of which was out of the department's control. One month before arrival date at the University, the native-speaker graduate assistant in West Germany was killed in a motorcycle crash. Secondly, in spite of intense recruitment efforts, the Department of Foreign Languages was unable to hire a highly-qualified replacement who could make the necessary arrangements to leave West Germany in time for the beginning of fall term 1978. We were not authorized to bring a replacement for spring term only. Thus GR 3530 was of necessity cancelled.

The Department of Foreign Languages was supported in its search for appropriate supplementary current texts by Dr. Peggy Hartley, Professor Carl Bredow, Dr. Elton Powell, the two native-speaker assistants, Mr. Mariano Jarrin and Ms. Gisele Loriot and Dr. Judith Rothschild.

A problem still needing resolution is that of interesting more students to enroll in the 3530-3531 conversational sequence and including those in the "joint venture" degree tracks. The department has made and will continue to make publicity efforts to increase that enrollment. The activities of the Florridor are closely related to this problem, and to the larger one of increasing student enrollment *per se* in the department's course offerings.

In 1979-80 Dr. Richard D. Crutchfield, the department's practitioner-in-residence, will be assigned one-quarter time as Coordinator of the Florridor, with special attention to cultural affairs which awaken interest in foreign languages.

Future Directions: Given the nature of many of the topics to be discussed in both 3530 and 3531 courses, it is clear that no adequate and totally current text will ever be available. It is also evident that there will be a continuing need to supplement the very best paper-bound texts we can select by the judicious choice of supplementary instructional materials.

PROJECT STATUS: Ongoing

PROJECT BUDGET:

Total Allocation	$1,210.00
Expended -- 1976-78	150.16
Expended -- 1978-79	46.85
Remaining	$1,012.99

PROJECT TOPIC: Slide/Tape Presentation

Development of audiovisual materials to be used in a slide/tape presentation on left-handedness.

Date of Approval: April, 1977

PROJECT DIRECTOR: Terry Sack, Counselor Education

PROJECT DESCRIPTION:

The proposal was developed to provide funds and technical assistance in the production of a slide/tape presentation which would focus on the left-handed person and the unique environmental and educational aspects of his/her interactions with an almost totally right-handed world.

During fall semester 1977, the project director wrote a script for the presentation. Specific visual images were developed to illustrate the various aspects of the script. These images were grouped for development into slides: live pictures, pictures of pictures, and graphic work. During the spring semester 1978 a tape of the script was narrated and coordinated with the slides for automatic presentation. A questionnaire was reproduced for the purpose of evaluating the effectiveness of the project. Presentation on a trial basis was made in several classes.

PROJECT EVALUATION:

Previously, there have been two major sources of problems with this project. The first source is related to the variety and specificity of visual images needed to illustrate the script. Locating and/or designing these "pictures" was a time-consuming and at times difficult task. Inappropriate weather forced the substitution of some in-door pictures.

PROJECT EVALUATION:

Since the project director has been on a leave of absence during this academic year the project has been suspended until the fall of 1979. The completion and final evaluation of this project will take place in the 1979-80 academic year.

PROJECT STATUS: Ongoing

PROJECT BUDGET:

Total Allocation	$275.00
Expended -- 1976-78	122.89
Expended -- 1978-79	4.83
Remaining	$147.28

PROJECT TOPIC: ALDP Program, English Composition Project

Development of a testing program to be administered to incoming freshmen to determine their individual level of writing ability in order to place them in an appropriate freshmen composition course.

Date of Approval: February 1978

PROJECT DIRECTOR: Hubertien Williams, English

PROJECT DESCRIPTION:

Previous Developments: This project grew out of the Academic Leadership Development fellowship which the project director received for 1977-78 academic year. The general goal of the project is to improve the level of literacy across campus. One means of accomplishing this goal is to provide students with the level of writing instruction which most adequately meets their individual needs. The problem is to devise an adequate test that could determine the student's need.

The current Scholastic Aptitude Test (SAT) measures verbal ability, but that measurement does not necessarily correlate with the student's writing ability; nor does the Test of Standard Written English (TSWE) provide a high correlation. A writing sample proves to be a better predictor of that ability.

Current Developments: In the summer of 1978 an experimental testing program was conducted by the English Department during freshman orientation. Each student wrote a 40-minute impromptu essay which was evaluated by three full-time members of the English faculty. On the basis of the essay, the student was assigned for the fall semester to ENG 0900 (a new course, remedial in nature), the regular ENG 1000, or s/he was exempted from ENG 1000 with three hours of credit and advised to enroll in ENG 1100.

PROJECT EVALUATION:

Accomplishments: On the basis of a preliminary survey, the English Department as a whole agreed that the testing program proved to be a much more satisfactory means of determining the student's writing ability than any standardized test thus far devised. Funding to repeat the testing program during the summer of 1979 has been granted.

The following statistics reveal the success of our testing program for the 1978 entering freshmen class:

English 0900 n=59

48 - S
11 - U (not unexpected)

ALDP Program, English Composition Project (continued)

English 1000 n=1424

46 - A
382 - B
763 - C
139 - D
67 - F (n.b. over half were administrative F's)
7 - I
20 - W

English 1100 n=41 (exempting English 1000 on basis of written impromptu essay)

8 - A
17 - B
14 - C
0 - D
1 - F
1 - W

An informal survey of the English faculty who taught ENG 1000 fall semester (n=25) yielded the following results:

% F's Same - 5
Higher - 0
Lower - 20

% A's Same - 16
Higher - 0
Lower - 9

The above analysis is perforce sketchy at this time. However, the project director is working with Instructional and Academic Research on a thoroughgoing statistical analysis to determine the value of the testing program. The preliminary statistical data confirms the success of the testing program in terms of the student success rate in completing the class to which he was assigned. Once the statistical analysis is completed, the results will be drafted and submitted for publication.

Problems: The major problem is funding. The expertise of the graders must be remunerated appropriately. The amount of work involved is equivalent to teaching three sections of ENG 1000 during a summer session; therefore salary budget alone amounts to approximately $4800; materials required amounts only to approximately $100. At the present time, no budget exists to support the project in the years ahead.

A second problem involves an adequate advising and follow-up system. Despite precautions, a number of students who exempted ENG 1000 did not receive the message through their advisors in spite of the fact that (1) a list of names was posted, (2) students were advised to consult the list to determine for themselves which course in which to enroll, and (3) each advisor at orientation was supplied with a list denoting appropriate information. This year each teacher of freshman composition will also be supplied with lists indicating this information ON THE FIRST DAY OF CLASS so that they can assist students who have been improperly enrolled.

Nor did every student assigned to ENG 0900 enroll in that course during the first semester. There is a need to devise follow-up procedures to insure that these students do take ENG 0900, preferably first semester, if they are to succeed in college.

Future Directions: The preliminary indications show the value of the summer testing program of the student's writing ability followed by his/her assignment to the appropriate composition class. Once the statistical analysis is completed, it will be determined whether this testing program should become a regular part of the testing procedure for incoming freshmen and perhaps be extended to screen the writing ability of transfer students as well. At that time, then, there will be a need to budget for this particular test as part of the regular summer orientation testing procedures. Be it noted that this project affects every entering freshman and may be extended to include every student who enters ASU; thus the process of fulfilling the original ALDP goal--to improve the level of literacy across campus--is being met.

PROJECT STATUS: Ongoing

MAY-JUNE/RELEASED TIME RECEIVED:

Hubertien Williams -- one-quarter released time, spring, 1979

PROJECT BUDGET:

Total Allocation	$800.00
Expended -- 1977-78	68.62
Expended -- 1978-79	45.71
Remaining	$685.67

PROJECT TOPIC: Exile and Return: The German Diaspora Under the Nazis

Development of a course exploring the contributions of Jewish artists and scientists forced to emigrate to the United States and the long-term implications of that cultural transference.

Date of Approval: September 1977

PROJECT DIRECTOR: Thomas Cowley, History

PROJECT DESCRIPTION:

Previous Developments: The emphasis of this seminar offering is the study of the development of the mind and thought of those émigrés who left Germany and Austria after the Nazi takeover and their impact on our country's academic and cultural world. The course was offered in spring 1978 as a graduate seminar HIS 5106, Studies in European History. Several noted leaders in different fields were brought to campus to participate in the seminar or, through the Artist and Lecture Series, presentations to the wider academic community.

Current Developments: Plans are being made for the course to be offered again in the summer of 1980. More emphasis has been placed on the interdisciplinary nature of the course content with the Department of Foreign Languages sponsoring the seminar. Participation will be sought throughout the country, priority being given to (1) high school and college teachers of German and southeastern United States, (2) teachers of German culture and (3) teachers in related areas (political science, history, etc.). A capstone course covering much of the material of the seminar will be offered through Watauga College, spring 1980.

Projected budget and a request for funding of the seminar has been submitted to the Goethe Institute and other foundations for consideration.

PROJECT EVALUATION:

Accomplishments: The spring seminar was very successful in terms of academic quality and its reception by the participants. The possibilities of a course of this kind are far from being fully developed and the groundwork for the development of a "super" course has been laid: (1) videotapes of presentations made during the spring course are available, (2) library holdings related to this area have been added, and (3) use of appropriate material owned by the Department of Foreign Languages is planned.

Problems: The seminar has been revised from the original concept. A seminar was originally proposed to be held here and then moved to Washington D. C. to have available the resources there, especially the Library of Congress, museums, and art galleries. The difficulty in soliciting the funds for such a course, the time needed to approach possible funding sources, and the time needed to finalize course preparation resulted in course redesign. Its completion time was thus changed from summer 1979 to summer 1980.

The library holdings and resources needed for a seminar of this type are not as extensive on campus as felt desirable. Funds for acquisition of appropriate materials were included in the budget request.

Exile and Return: The German Diaspora Under the Nazis (continued)

Future Directions: The proposal has been submitted for funding consideration. Course preparations are being made for the Watauga College capstone course and the summer seminar. An excellent course, as promised by the experience resulting from its spring 1978 offering, is expected.

PROJECT STATUS: Ongoing

PROJECT BUDGET:

(See Attached)

BUDGET SUMMARY FOR THE "EXILE AND RETURN" PROJECT
1977-78

TOTAL Amount Allocated -- $4,345.94

Contributions to the Total Money:

'Artist and Lecture' Series	$ 430.00
Graduate School (clerical)	$ 100.00
German Embassy	$ 200.00
Center for Instructional Development	$ 500.00
Academic Affairs	$2,300.00
Goethe Institute (Engelbrecht)	$ 500.00
ASU College of Continuing Education (travel, meals)	$ 315.94

Expended to Date from All Sources:

Academic Affairs and 'Artist and Lecture' Series

Engelbrecht	45.00
Wolff	430.00
Frey	695.00
Jay	695.00
Wertheimer	350.00
	$2,215.00

Center for Instructional Development
$1,044.33

Graduate School and German Embassy
$ 300.00

ASU College of Continuing Education
$ 315.94

Goethe Institute
$ 500.00

$4,375.27

1978-79 Expenditures

Center for Instructional Development
$ 120.74

Academic Affairs
$ 73.32

$4,569.33 -- TOTAL EXPENDITURES

PROJECT TOPIC: Instructional Development in Geology

Development of audiovisual materials for instruction in introductory geology courses.

Date of Approval: November 1977

PROJECT DIRECTOR: Fred Webb, Geology

PROJECT DESCRIPTION:

Previous Developments: The project is designed to develop new audiovisual teaching materials for use in introductory geology courses. These materials consist of integration of music and color slides in a format that is designed to create a greater sense of awareness for the reality, magnitude, and scope of geological phenomena and features as seen in the real world. Work thus far has concentrated on selection of suitable color slides and music for use in the programs. One of the descriptive text booklets has been printed and distributed at the first program presentation.

Current Developments: During the past year the first complete program was presented. The second program is going to be presented during the week of April 16. The third program, which is in mid-development stages, will be presented during the last week of the term. Work on the fourth and fifth programs has been initiated but remains less than 50 percent complete.

PROJECT EVALUATIONS:

Accomplishments: Program I was presented to 35 students in GLY 1103 in February. Initial response (verbal) was good. Grades received from test questions based on the program content were higher than class averages for other subject matter covered at the same test date. No formal tools for evaluation have been utilized as yet. Informal presentation of a satellite program concerning the geology of the Northern Rockies has been enthusiastically received by at least six groups of viewers on and off campus.

Problems: There have been no negative findings thus far. However, lack of sufficient dissolvers and synchronizing tape cassette player-recorders in spring 1978 delayed the project. This problem is being alleviated now inasmuch as Audiovisual Services has more loanable proper equipment. In addition, a recorder and dissolver will be purchased for the project. The Geology Department has purchased a projector and slide duplication materials which are also being used for the project. Overall the major problem has been the general lack of necessary equipment at those times when the director has been free to work on the project.

Future Directions: By the end of the current term at least three-fifths of the originally scheduled programs will have been completed and used. The remainder will be completed and used beginning in the fall semester 1979. Formal steps for evaluation will be implemented during the fall and spring semesters when the full program of course programs is ready for total integration. These programs will also be utilized for suitable local

Instructional Development in Geology (continued)

and visiting groups to view in order to better foster an understanding of the nature of geology.

PROJECT STATUS: Ongoing

PROJECT BUDGET:

Total Allocation	$500.00
Expended -- 1977-78	26.10
Expended -- 1978-79	-0-
Remaining	$473.90

PROJECT TOPIC: Curriculum Needs Assessment Study

A Delphi-designed study to assist the College of Learning and Human Development in planning education programs to prepare teachers, administrators, and various support personnel for the education world of 2000.

Date of Approval: November 1977

PROJECT DIRECTORS: Ken Jenkins, Administration, Supervision, and Higher Education
Frank Bruno, Administration, Supervision, and Higher Education

PROJECT DESCRIPTION:

Previous Developments: Through the Delphi process (a long-range planning technique designed to forecast future events through the concensus of experts), university faculty and administrators, public school teachers and administrators, community college personnel, business and community leaders are asked to go through a series of rounds answering questions about predicted future events that they foresee as affecting education in the future. The results will hopefully assist the College of Learning and Human Development in planning their teacher preparation programs to reflect these perceived changes.

Current Developments: The Delphi questionnaire (consisting of 132 change statements) has been mailed out to the 63 participants for each round. Fifty percent responded to Rounds I and II; 40 percent responded to Rounds III and IV. Round III of the Delphi was received and coded and the results were sent out with additional questions in Round IV. Round IV was received and coded. The data from the computer printouts is being studied and recorded in preparation for mailing out Round V.

PROJECT EVALUATION

Accomplishments: The response to the study has been consistently good with the participants showing concensus of agreement. All the participants responded that the likelihood of the changes occurring were 60 percent or better, and that if the changes do occur, the majority said, they will take place by 1990 at the latest. Ninety-five percent said "Yes" when asked if the 132 changes should occur. It is too early at this point to name which force--federal, state, parents, industry, faculty, public, and/or profession--will most promote and which will most hinder this change until Round V is received and the results finally tabulated.

Problems: The only major problem is one without solution--time.

Future Directions: The project is in Round V, which is to be sent out the middle of June 1979. Round V, the last phase of the Delphi process, will need to be tabulated in July and an interpretive draft of the entire project will be presented by late August. The final report is to be disseminated in fall 1979.

Curriculum Needs Assessment Study (continued)

PROJECT STATUS: Ongoing

PROJECT BUDGET:

Total Allocation	$860.00
Expended -- 1977-78	162.00
Expended -- 1978-79	160.03
Remaining	$537.97

PROJECT TOPIC: Individualized Instruction in Foreign Languages

Development of an individualized instruction model for the teaching of Spanish

Date of Approval: December 1978

PROJECT DIRECTOR: Peggy Hartley, Foreign Languages

PROJECT DESCRIPTION:

Previous Developments: This project was developed to provide a new approach to teaching elementary and intermediate Spanish on a more individualized basis. Learning activity packets, slides, and games are some of the materials being utilized.

Current Developments: Enrollment in the Spanish course totalled twelve students during the fall semester 1978. Spring semester enrollment totalled fourteen regular students and one audit. A description of this project was presented at a foreign language meeting in Berea, Kentucky, in October. As a result of that presentation, several other universities have expressed an interest in developing a similar program.

PROJECT EVALUATION:

Accomplishments: Students presently in SNH 1040-1050 are superior to past 1040-1050 students in all aspects, especially in communicating skills. Opinionaires filled out by students indicated their enthusiasm and approval of the course. Students stated that the course allowed them to learn the language and proceed to higher levels of fluency. By meeting every day, students found the class very productive and the learning experience much more positive. The small class size of fewer than 15 was advocated by all.

Problems: Those mentioned by the students surveyed were the need for more equipment and materials for classroom use.

Future Directions: With the success and interest in the Spanish curriculum, the Foreign Language Department is interested in doing a similar intensive program for both French and German in the future.

PROJECT STATUS: Ongoing

MAY-JUNE/RELEASED TIME RECEIVED:

Peggy Hartley -- one-quarter released time, spring, 1978

PROJECT BUDGET:

Total Allocation	$2,000.00
Expended -- 1977-78	350.65
Expended -- 1978-79	1,213.89
Remaining	$ 435.36

PROJECT TOPIC: Teacher Education: Psychology and Education

Survey of teachers regarding problems they encounter and use of the data in a team-taught course.

Date of Approval: January 1978

PROJECT DIRECTORS: Claire Mamola, Secondary Education
Jim Long, Psychology

PROJECT DESCRIPTION:

Previous Developments: Survey questionnaires were sent to a random sample of 1000 teachers in North Carolina in spring 1978. It attempted to get at what teachers at all grade levels perceived as being problems they face in the profession and their causes and solutions. Data from the survey was to be used in combined sections of Educational Psychology 3302, PSY 3202, and Principles of Secondary Education, SE 3050. The class, team taught by the project directors, would focus on tentative, research-based solutions to the problems cited in the survey. Students would participate in actual teaching situations during the term.

Current Developments: Data from the survey was compiled and used in the joint course offered spring 1979. It was also shared with other faculty through a presentation to the 12:10 Club and was submitted to the North Carolina Education Journal for publication consideration.

PROJECT EVALUATION:

Accomplishments: Of the 1000 contacted, 230 teachers responded to the survey. The data was grouped for analysis by sex of the teacher, grade level taught, location of the school, and years of experience in teaching. Most of the problems fell into a limited number of categories. More than two-thirds of the teachers said that discipline was one of their concerns. The teachers were asked about the causes of the problems, ways in which teacher preparation programs could be improved, the most rewarding and least rewarding aspects of their job, and whether they would again choose teaching if they had their careers to plan over. The input from those in the field indicate that the results are seen as valuable and needed in improving preservice training.

The combined course in Educational Psychology and Principles of Secondary Education was highly successful. Students evaluated their field experiences, out-of-class projects, and other course activities in a very positive manner. The project directors found the team-teaching approach both challenging and rewarding. An added benefit of the project has been its role in strengthening interdepartmental collaboration in instruction between the Psychology and Secondary Education Departments.

Problems: In their evaluations a number of students indicated that more organization and planning was needed for team teaching across disciplines. Some disliked the contrasts in style and felt uncomfortable about the instructors not agreeing on all points. Most students, however, expressed favor about the openness, friendly atmosphere, and the close relationships that developed with their classmates.

Teacher Education: Psychology and Education (continued)

Future Directions: Long and Mamola expect to team teach again in the spring of 1980. They will refine their curriculum in the interval.

PROJECT STATUS: Ongoing

MAY-JUNE/RELEASED TIME RECEIVED:

Claire Mamola -- one-quarter released time, spring, 1979

PROJECT BUDGET:

Total Allocation	$410.00
Expended -- 1977-78	120.45
Expended -- 1978-79	2.80
Remaining	$286.75

PROJECT TOPIC: Introductory Public Policy Course Curricula

Development of textbook for public policy research at ASU

Date of Approval: January 1978

PROJECT DIRECTOR: James Seroka, Political Science

PROJECT DESCRIPTION:

Previous Developments: This project established the first stage of the public policy area concentration within the Political Science Department. In particular it helped to develop a new course, Introduction to Public Policy Analysis. The main objective of the course was to teach students how to conduct public policy research in a realistic decision-making situation.

Current Developments: Introduction to Public Policy Analysis was offered in the fall and spring term. In addition the major textbook developed by the project director was produced in the fall of 1978 and revised for spring 1979.

PROJECT EVALUATION:

Accomplishments: The public policy program concentration is off to a solid but modest start. Enrollment for the fall term numbered approximately 208. In spring the course has been taught on a seminar basis with two students in the introductory track and three in the advanced program formulation and implementation track. Ongoing evaluation of the textbooks were made in the fall and suggestions incorporated for the next semester's classes. An overall evaluation of the course conducted by the director indicates that the course, text, exams were well received by the students. Professional evaluation of the text has been quite positive and the director is near final contracting stage with one commercial publisher.

Problems: The public policy area concentration is new and will not appear in the course catalogue until 1979-80. Recruitment has been by word of mouth, as a result, enrollments have been lower than are optimal. Also the area concentration has not yet been incorporated into other programs in the university. The courses have been treated as a pure elective at this stage. Time will remedy this problem.

Future Directions: The director is leaving the university effective fall 1979. As a result, the direction of the program for the future cannot be established at this time.

PROJECT STATUS: Ongoing

PROJECT BUDGET:

Total Allocation	$2,400.00
Expended -- 1977-78	-0-
Expended -- 1978-79	408.03
Remaining	$1,991.97

PROJECT TOPIC: English Colloquium

A series of monthly meetings for the presentation of papers by members of the English Department.

Date of Approval: January 1978

PROJECT DIRECTORS: Emory Maiden, English
Robert Higbie, English

PROJECT DESCRIPTION:

Previous Developments: For the last four years, full-time English faculty have been invited to join the Colloquium and attend eight monthly meetings. Participation entails responding to presentations and eventually presenting something to the group. The Colloquium has heard papers in such diverse areas as biography, literary theory, literary criticism, and pedagogy.

Current Developments: This year the papers have ranged from a patristic explication of "The Wreck of the Deutschland" by the dean of the Graduate School to a definition of literary naturalism presented by a first year member of the department. A paper on Elizabeth Maddox Roberts read at a fall meeting was accepted for presentation at the spring 1979 College English Association meeting. A presentation on film versions of Conrad's works was read at a professional meeting. The paper on naturalism has been submitted for the winter 1980 Modern Language Association meeting. Other Colloquium presentations have been submitted or are being prepared for submission to scholarly journals.

A variety of viewpoints and backgrounds, as reflected above, is becoming the Colloquium's hallmark; it encourages a cross-fertilization of ideas and an openness of communication among colleagues that are essential to an individual's--and an academic community's--creative life. The Colloquium presents a rare chance for department members to meet and discuss important professional concerns and an unusual opportunity for good conversation (in the sense of colloquy) with colleagues. Faculty performance in the classroom is directly related to faculty morale; on that basis alone the Colloquium pays a handsome dividend on a rather small capital investment.

PROJECT EVALUATION:

Accomplishments: Each paper that is to be presented is typed and duplicated by the Center for Instructional Development for distribution to all attendants at the Colloquium meetings. A total of six papers have been produced during this fiscal year. As mentioned above, several of the papers have been presented at professional meetings and/or for journal publication.

Problems: Harsh winter weather may have adversely affected attendance. Yet most meetings were well attended with an average of about 70% of the English Department members present.

English Colloquium (continued)

Future Directions: The Colloquium has been well received and is considered a very positive seminar experience.

PROJECT STATUS: Ongoing

MAY-JUNE/RELEASED TIME RECEIVED:

Emory Maiden	2 weeks	May/June, 1978

PROJECT BUDGET:

Total Allocation (plus $100 contributed/ expended by the Graduate School for clerical assistance)	$325.00
Expended -- 1977-78	41.24
Expended -- 1978-79	102.55
Remaining	$181.21

PROJECT TOPIC: New Approaches to Introductory Regional Geography

Development of alternative teaching module in Geography 1020

Date of Approval: March 1978

PROJECT DIRECTORS: Ole Gade, Geography
Roger Winsor, Geography

PROJECT DESCRIPTION:

Previous Developments: The purpose of the project is twofold. First, to better prepare students in the use of geographic concepts and knowledge in their future teaching. Second, the project seeks to broaden the base of the course sufficiently to attract a wider range of students. Presently, average yearly enrollment is greater than four hundred students, primarily elementary and secondary education majors.

Current Developments: The co-directors of the project have developed the following aids in the cirriculum:

1. Location and evaluation of on-campus resources that might support the revised curriculum
2. Evaluation of the existing holdings of the ASU Film Library that could be useful in conjunction with GEO 1020
3. Consideration was given to the potential usefulness of dozens of students' projects developed through a National Science Foundation grant
4. A vertical file system was implemented containing more than 5,000 clippings from newspapers and publications from the United Nations covering a wide range of topics
5. The development of a series of teaching modules covering four major categories: (a) audio-tutorial and computer assigned instructional units, (b) alternative group projects, (c) improvements of instructional guidelines for existing projects, and (d) additional instructional resources
6. Development of a number of "hands on" group projects and individualized exercises for use in the classroom

PROJECT EVALUATION:

Accomplishments: the accomplishments of this project are manifest in the many positive teaching aids that have been developed and implemented in the course this year. Student reaction has been favorable to the group work and the ability to demonstrate their own creativity.

Problems: The collection of information for the vertical file system and other supportive aids have required much time and work. The problem of time is greater than had been expected. There is not the proper amount of time for the project to explore and make available to the students the scope of activities that are available to them.

Future Directions: With future funding the co-directors will be able to complete the remaining modules that were planned last summer. Work will also proceed on reorganizing the departmental audio-tutorial laboratory to attain

New Approaches to Introductory Regional Geography (continued)

greater utilization of the equipment that is available. Assistance is also needed for the production and duplication of one thousand copies of four instructional modules that are currently at the production stage.

PROJECT STATUS: Ongoing

MAY-JUNE/RELEASED TIME RECEIVED:

Ole Gade	4 weeks	May/June, 1978
Roger Winsor	4 weeks	May/June, 1978
Ole Gade	1½ weeks	May/June, 1979
Roger Winsor	1½ weeks	May/June, 1979

Roger Winsor -- one-quarter released time, academic year 1978-79

PROJECT BUDGET:

Total Allocation	$9,095.34
Expended -- 1977-78	4.23
Expended -- 1978-79	3,324.16
Remaining	$5,766.95

PROJECT TOPIC: Individualized CBTE Course in Educational Psychology

Development of a self-paced instructional approach to teaching PSY 3302, Educational Psychology

Date of Approval: February 1978

PROJECT DIRECTOR: Paul Fox, Psychology

PROJECT DESCRIPTION:

Previous Developments: The project's goal is to implement an individualized competency-based teacher education course (CBTE) in the PSY 3302 course and to utilize a CBTE/learning center format in sharing information regarding alternative teaching strategies and individualized instruction with other faculty members.

The project was planned for implementation in four phases:

1. Development of nine self-paced CBTE units, three modules on alternative teaching strategies, and two data banks and learning centers on the process of individualizing instruction

2. Evaluation and redesign of the CBTE course using feedback from Phase 1, refinement of the alternative teaching modules, and development of two additional modules.

3. Use of new modules in an educational psychology CBTE laboratory, development of new modules and data banks, and training of psychology faculty members in the use of techniques and materials.

4. Offering of the training and materials to other departments.

One module on alternative teaching strategies was partially completed; and evaluation of the CBTE educational psychology course as it then existed was accomplished in the spring of 1978. During May and the summer of 1978, a new basic text and supplement were selected for the course, objectives and tasks for the nine academic units were developed, and supplementary materials were produced.

Current Developments: The CBTE educational psychology course was team-taught in 1978-79 by Dr. Fox and a graduate assistant. The new instructional modules were included as integral parts of the enrichment sessions which met twice weekly. Additional learning modules were developed and materials gathered for 27 more learning packages and demonstrations. Pre-post test and attitude surveys were administered and student feedback obtained immediately after the completion of each unit.

The unusually high test anxiety scores (Sarason's Test Anxiety Questionnaire) and the emphasis on maintaining a high standard of academic achievement resulted in a change in course design for spring 1979. The four forms of the nine unit tests were revised to fit the rapid rates format and to address problems indicated from fall term data.

Demonstrations on the use of packaged materials and development of such materials were given to high school teachers attending an NSF Teaching of

Individualized CBTE Course in Educational Psychology (continued)

Psychology workshop during summer 1978. Presentations have been made to Watauga College, the Department of Speech and Drama, and the 12:10 Club. Faculty members from several departments have attended special demonstrations in the CBTE educational psychology course.

PROJECT EVALUATION:

Accomplishments: Evaluation of research data is being conducted now and computer analysis of affective changes as a result of the program is in progress. The General Attitude Survey indicates major improvement with respect to value of the course, relevance to teaching, presentation of content, and amount learned. Improvement in pre-post-test scores was 49%; previous semesters experienced 45% and control classes taught by the same instructor and other instructors had 31% and 28% improvement. The year ended with 24% incompletes, compared with 50-60% of past years.

Problems: Individualized classes, to be effective, require tremendous amounts of time to prepare, conduct, evaluate, and revise. Because proctors are no longer able to receive more than one hour of S-U credit a semester (as opposed to three well deserved hours of independent study with a letter grade, as in the past), they are nearly impossible to recruit. Without a graduate assistant, the task of operating the course is impossible. The present university zeitgeist offers no support for continuation of the program.

Future Directions: Organization and packaging of available materials into additional learning packages and demonstrations is planned for the next academic year. Data from evaluation research will be used to revise the CBTE course as felt beneficial. A fall workshop for faculty members interested in alternative teaching strategies and individualized instruction is a possibility.

It is hoped that research designed to assess the relationship between ability or motivation and various personality attributes, i.e., self-concept, creativity, will help in selecting students most likely to benefit from CBTE courses. The information may also be used to design motivational contingencies for those enrolled who aren't likely to persist responsibly. Findings from this research has been presented to the 1979 Carolina Psychology Conference.

PROJECT STATUS: Ongoing

MAY-JUNE/RELEASED TIME RECEIVED:

Paul Fox 1 week May/June, 1978

Paul Fox -- one-quarter released time, fall, 1978

PROJECT BUDGET:

Total Allocation	$500.00
Expended -- 1977-78	168.42
Expended -- 1978-79	383.54
Remaining	- 51.96

PROJECT TOPIC: Introduction to Speech Communication

The redesign of curriculum and delivery systems for CMA 1100, Introduction to Speech Communication

Date of Approval: May 1978

PROJECT DIRECTOR: Terry W. Cole, Communication Arts

PROJECT DESCRIPTION:

Previous Developments: The purpose of the project was to redesign CMA 1100, Introduction to Speech Communication, by modifying the existing curriculum and developing lesson plans, syllabi, and media module units to adapt to the new curriculum. By adapting the new curriculum to a media-orinted (modified PSI) delivery system, the course could be taught to more students with existing faculty. The faculty involved worked during the period of May 29 to June 9, 1978, and accomplished a redesign of the curriculum, a writing of the necessary curricular units, and an outlining of the necessary media units.

Current Developments: During the current academic year, the faculty members involved examined the curricular units produced during the May/June period and identified the media units to be produced on a priority basis. Using the Writing for Radio and Television course, scripts were prepared for each media unit identified during the fall term. Using the Advanced Television Production class, four scripts were produced during the spring term. Also, the Brown-Carlson Test of Listening Comprehension is being evaluated as a discriminator for a systematic listening-training program now under way experimentally in two sections of CMA 1100. It should be noted that this listening component is one of the major curricular thrusts of the new CMA 1100 program. Results of the experiment will be forthcoming in early May. In addition to these activities the project was resubmitted to the CID for May/June money in order to develop a syllabus for the course, exit procedures for each unit, a handbook for student proctors to plan and initiate production of additional videotaped and slide-tape units. There is also the continuing process of rewriting each curricular unit in order to standardize form and language.

PROJECT EVALUATION:

Accomplishments: Since the initiation of the May/June 1978 project, a rather thorough planning of the redesign of CMA 1100 has been accomplished and a clear structure for the new course has been developed. The project has twice been submitted to the CMA faculty and has received their continuing support. Specific accomplishments to date include (1) complete outlines for four curricular units totalling thirteen separate curricular objectives and detailed curricular content for each, (2) a course outline integrating the curricular units with the proposed media units, (3) preliminary implementing and exiting procedures for each major curricular unit, (4) scripts for four media units written and prepared for production, (5) videotapes of four media units currently under production, and (6) the administration of the Brown-Carlson Listening Test to CMA 1100 students on an experimental basis (the old Brown-Carlson Listening Test is a major component in one of the curricular units). None of the activities to date

Introduction to Speech Communication (continued)

have been subjected to any empirical evaluation although by the end of the spring semester data will be available to evaluate the viability of the Brown-Carlson Listening Test. Subjective evaluation would tend to indicate that the planning and design work to date has been profitable and productive.

Problems: The major problem faced by the project to date can be summarized in terms of time and resources. Normal faculty work loads have slowed the progress of the project down some during the current academic year. The projected rewrite of the curricular units is still incomplete. Also, limited student and production resources have limited the number of videotaped units which could be produced. An original list of nine or ten units has been pared to four units for actual production. It is projected, however, that the units will be produced by the end of the semester. Finally, projecting into the next academic year, a potential problem would seem to be limitations in physical space for a full implementation of the PSI delivery-system approach by the projected fall 1979 term. The early date that fall 1979 class schedules had to be submitted may also affect the final implementation date.

Future Directions: It is now projected that the new curriculum can be fully implemented as early as spring term 1980. Current plans are to implement the curriculum aspects of the redesign during the fall 1979 term in order to evaluate its usability and quality and then to add the delivery system modifications in the spring. In summary, the basic planning and redesign have been completed. Final writing of the syllabus incorporating projects, media units and exit procedures remain to be done. Also remaining to be done (and indeed an ongoing process) is the production of additional media units. It is not expected that the eventual outcome of the project will be a static product. The course will undergo regular reviews and modifications as conditions dictate.

PROJECT STATUS: Ongoing

MAY-JUNE/RELEASED TIME RECEIVED:

Terry Cole	2 weeks	May/June, 1978
John Auston	2 weeks	May/June, 1978
Vernon Carroll	2 weeks	May/June, 1978
Howard Dorgan	2 weeks	May/June, 1978
Pat Reighard	2 weeks	May/June, 1978
Terry Cole	2 weeks	May/June, 1979
John Auston	2 weeks	May/June, 1979

PROJECT BUDGET:

Total Allocation	$2,250.00
Expended -- 1977-78	29.60
Expended -- 1978-79	85.44
Remaining	$2,134.96

PROJECT TOPIC: International Children's Literature

A program to research developments in children's literature and produce helpful materials for persons interested in the field.

Date of Approval: March 1978

PROJECT DIRECTORS: Ruby Lanier, History
Beulah Campbell, Elementary Education

PROJECT DESCRIPTION:

Previous Developments: As a part of the Children's Literature program at Appalachian State University, plans are underway to develop a Center for International Children's Literature. The overall program as planned will be divided into five components: (1) new courses in International Children's Literature on the graduate and undergraduate level; (2) conferences, seminars, and/or workshops on and off campus in International Children's Literature; (3) study tours in Children's Literature in other countries; (4) an International Children's Literature Center; and (5) the introduction of International Children's Literature in the Watauga County Public Schools.

In order to develop the above components there is a need for continued research in the country and abroad as well as a need for additional funds for books and materials.

The objectives of this proposal were (1) to research available materials in International Children's Literature at ASU; University of North Carolina at Chapel Hill; UNICEF, New York; New York Public Library; and the Children's Service Division, Library of Congress; (2) to develop syllabi for an undergraduate and a graduate course in International Children's Literature; (3) develop a tentative syllabus for a seminar to be offered in the summer of 1979 for teachers, librarians, and students of the Southeast; (4) to develop bibliographies; and (5) to plan learning packages to be used in new courses (additional materials for these packages will be collected during study tours abroad).

Current Developments:

1. Two-weeks' salary was provided for both project directors during the summer of 1978 that they might use this time for study and research in the Children's Division, Library of Congress and at ASU.

2. Six hundred dollars was provided for books and materials dealing with International Children's Literature. These were acquired.

3. Three workshops (Kingsport, Tennessee; Asheville, North Carolina; Watauga County) were conducted in International Children's Literature.

4. A proposal on International Children's Literature to celebrate the International Year of the Child was submitted to and funded by the North Carolina Humanities Committee.

International Children's Literature (continued)

5. A Special Topics Course, "International Children's Literature," was offered in spring 1979.

6. An International Children's Literature Festival supported by ASU and the N. C. Humanities was held on April 20-21, 1979.

7. A proposal for a Specialist Degree in International Children's Literature is being developed.

8. A Children's Literature Tour, "Appalachia to Scandinavia" is planned for the summer of 1979.

PROJECT EVALUATION:

Accomplishments: The major accomplishments of the project were:

1. Workshops in International Children's Literature (Kingsport, Tennessee; Asheville, North Carolia; and Watauga County). Thirty-two reading teachers and aids participated in the Watauga County Workshop; approximately one hundred teachers and librarians participated in the Kingsport Workshop, and seventy-five reading teachers and supervisors in the Asheville Workshop.

2. The support of the N. C. Humanities Committee and ASU for an International Children's Literature Festival held during April 20-21, 1979. Over four hundred teachers, librarians, educational media specialists, students and others attended the Festival. Internationally known authors and artists were guest lecturers.

3. The special topics course, "International Children's Literature" offered in the spring 1979.

4. Children's Literature Tour, "Appalachia to Scandinavia" which is planned for June 11 - July 1, 1979.

Problems: Time and money presented a problem as well as the lack of available materials on the ASU campus. International children's literature is a new topic and certainly adequate research cannot be carried out in a two-week period. A beginning was made. A semester or a year's leave-of-absence for travel and research would help.

Future Directions: Much has been accomplished since June 1978. Through the workshops and the International Children's Literature Festival, many teachers and librarians in North Carolina and neighboring states have been awakened to the need for international children's literature and have become acquainted with new books and materials in the field. They have also had the opportunity to meet internationally known writers, artists, and story tellers from around the world. The Scandinavian tour will provide another opportunity for teachers and librarians to meet authors/artists as well as to visit libraries, museums, historical, and literary sites. It is the opinion of the project directors that this project will not be complete until a Center for International Children's Literature has been established at ASU and a Specialist Degree in Elementary Education with a concentration in children's literature has been developed and approved.

International Children's Literature (continued)

PROJECT STATUS: Ongoing

MAY-JUNE/RELEASED TIME RECEIVED:

Ruby Lanier	2 weeks	May/June, 1978
Beulah Campbell	2 weeks	May/June, 1978

PROJECT BUDGET:

Total Allocation	$600.00
Expended -- 1977-78	77.95
Expended -- 1978-79	517.29
Remaining	$ 4.76

PROJECT TOPIC: Identification and Classification of Law Related ASU Library Holdings

A bibliography of law related materials for use by students and faculty.

Date of Approval: March 1978

PROJECT DIRECTORS: John Geary, Business Education
William Vanderpool, Business Education

PROJECT DESCRIPTION:

Previous Developments: The objective of the project is to identify and classify legal materials held by Belk Library into an orderly system of legal subject categories. These materials will be compiled into a selected, annotated bibliography for use by students and faculty members.

Current Developments: Work has progressed throughout the year on this project. The following areas have been completed or are near completion:

1. Legal periodicals - completed
2. Books and other materials located in the "K" section of Belk Library - near completion
3. Materials on reserve - completed, but need to be rechecked and cited properly
4. The legal subject areas have been designated for the study

PROJECT EVALUATION:

Accomplishments:

1. For the first time, a comprehensive bibliography of law holdings in Belk Library will be available for faculty and students.
2. Portions of the bibliography will be made available to students (300 per semester) in BE 2150, Law and Society.
3. This project has helped the law faculty in determining the direction of future library orders.
4. The bibliography will be used in a grant request to fund several expensive library acquisitions of law related materials.
5. Hopefully, the bibliography will encourage students to utilize library resources.

Problems:

1. Unfortunately, the law holdings are scattered throughout the library. This is in no way a criticism of Belk Library; it is the result of a unifo a policy of acquisition and cataloging that is in effect throughout the university. It is hoped that in the future the law holdings can be brought together in a special section of the library.
2. The problem enumerated above has made the compilation of the bibliography time consuming.
3. In the final analysis, much of the work had to be done by the primary researchers. Student assistants were utilized; however, professional expertise was needed to make many judgment decisions.

Identification and Classification of Law Related ASU Library Holdings (continued)

Future Directions: The project will be completed this summer. Several more library visits will be required, with the remainder of the material then being coded and classified. Since there is no student assistant in the department this summer, typing service may be needed.

PROJECT STATUS: Ongoing

MAY-JUNE/RELEASED TIME RECEIVED:

John Geary	1 week	May/June, 1978
William Vanderpool	1 week	May/June, 1978

PROJECT BUDGET:

Total Allocation	$100.00
Expended -- 1977-78	1.24
Expended -- 1978-79	1.65
Remaining	$ 97.11

PROJECT TOPIC: Manual for Designing with Type and Color

Development of a design manual for use by industrial arts students and campus groups involved with design production (printing, layout, etc.)

Date of Approval: March 1978

PROJECT DIRECTORS: Robert A. Banzhaf, Industrial Arts and Technical Education
Clemens A. Gruen, Industrial Arts and Technical Education

PROJECT DESCRIPTION:

Previous Developments: The manual proposed in this project is to be a presentation of the objective rules of design. The material is arranged in units conducive to instructional use in the Department of Industrial Arts and Technical Education and individual use by students as a reference tool.

Material for the manual was researched and a complete rough draft written during May/June 1978. Charts, graphs, and figures for use in the manual were developed during the summer of 1978.

Current Developments: The text was revised slightly during 1978-79 and has been delivered to the News Bureau for typesetting.

PROJECT EVALUATION:

Accomplishments: Use of the manual is expected to result in significant change in student projects regarding balance, preparation, and type appropriateness in design. Evaluation will be done when the manual is completed and in use.

Problems: The major problem of the project has been the lack of a block of time for the two directors to work together on completing the manual.

Future Directions: Completion of the manual, or at least enough copies for use during fall term, is planned for August 20 or September 1, 1979. The manual is to be a required text for IA 3021, Screen Process Printing, and IA 4582, Advanced Offset Lithography, and a recommended text for IA 2002, Graphic Arts. A two-year supply (400 copies) of the text will be prepared this first printing.

Evaluation and completion of the project is expected by the end of June 1980.

PROJECT STATUS: Ongoing

MAY-JUNE/RELEASED TIME RECEIVED:

Robert Banzhaf	2 weeks	May/June, 1978
Clemens Gruen	2 weeks	May/June, 1978

PROJECT BUDGET:

Total Allocation	$1,550.00
Expended -- 1977-78	-0-
Expended -- 1978-79	3.75
Remaining	$1,546.25

PROJECT TOPIC: Laboratory Manual for Physics of Sound, PH 1105

A complete revision of the laboratory manual for PH 1105 and the introduction of slide/voice presentations to improve lab instruction.

Date of Approval: March 1978

PROJECT DIRECTOR: Bob Nicklin, Physics

PROJECT DESCRIPTION:

Previous Developments: Three years ago there were assembled into one manual many of the materials previously developed for PH 1105. These included directions for experiments, questions and problems, including answers, an extensive bibliography keyed to Belk Library holdings, and notes on topics not covered in the text. Experience has shown that these materials need to be modified, expanded, and in some cases, deleted.

The directions for the experiments needed to be rewritten and streamlined with the inclusion of at least six new experiments. This involved working through several potential procedures and trying out various combinations of apparatus. The directions need to be simple but explicit, as the experiments will utilize some sophisticated instruments not previously available for the course.

Current Developments: During May and June of 1978, fifteen experiments were developed for PH 1105. About half of these are improved versions of experiments used before and the other half are new. The physics secretarial staff and the Physics Club assembled the manual (which is approximately 100 pages long) and distributed it through the ASU Bookstore with all of the other physics lab manuals.

Also during June, the scripts for three slide/voice programs were written--(1) Using the HP-21 Calculator, (2) Graphs, and (3) Oscilloscopes. The calculator program was completed in January and the Graphs program is presently being produced.

PROJECT EVALUATION:

Accomplishments: During fall 1978, thirty-three students took PH 1105 and used the new manual. Students discovered minor errors or unclear statements on twelve pages. These pages have been corrected and incorporated into the manuals which will be used during fall 1979. The sequence of experiments builds rather well so that by the time one got to the amplifier frequenty response experiments, the student was able to adjust and use an amplifier, an oscillator, a digital multimeter and a scientific calculator. To be sure, not every student understood all the details, but on the whole, they all finished the experiment on time and with adequate data. This is a sophisticated experiment for beginners in physics. An earlier experiment, waveform synthesis, went gratifyingly well also. By completing the required calculations, students rapidly got considerable experience using the Cadillac of calculators, learned more about making and interpreting graphs, and most important, got hands-on experience with Fourier waveform synthesis, a crucial idea in physics. All of that, without the usual three years of

college-level math required to reach Fourier Analysis in the traditional courses for physics majors! The materials apparently are readable, and beginners can follow the directions and obtain adequate data.

The slide/voice program on the HP-21 calculator didn't arrive until January and so was not available for the course. It was used, however, for the spring semester PH 1101, 1102, and 1151 classes. It was shown ten times to about 300 students in labs. Faculty response was positive, only one minor change was recommended, and the students were able to complete the assigned exercises within the lab period. Since then, in PH 1101 labs, there have been few questions about using the calculators which was significantly different from previous course experiences.

Problems: The only problems were (and are) with time delays in getting the slide/voice programs to and produced by Audiovisual Services. Previously, it was thought that the first programs would be ready for use during fall 1978. It was finally completed in early January. The second program, Graphs, won't be ready until summer 1979.

The photography, graphics, and narration of the HP-21 calculator program are excellent. The Graph program is complete, with the Oscilloscope program expected to be finished in the fall.

Future Directions: The project will be terminated when one more slide/voice program is completed. The lab manual will serve for several years, with an occasional new experiment added when there is time to write and produce it, and as the Physics Department acquires equipment to support it. Videotapes will not be produced as originally planned.

PROJECT STATUS: Ongoing

MAY-JUNE/RELEASED TIME RECEIVED:

Bob Nicklin	2 weeks	May/June, 1978

PROJECT BUDGET:

Total Allocation	$630.00
Expended -- 1977-78	-0-
Expended -- 1978-79	565.61
Remaining	$ 64.39

PROJECT TOPIC: Statistical Applications in Auditing

Development of materials for interdepartmental use and particularly for Accounting and Finance 4120, Auditing

Date of Approval: March 1978

PROJECT DIRECTOR: Gil Zuckerman, Economics

PROJECT DESCRIPTION:

Previous Developments: The objective of the project is to design formal course materials to be used on an interdepartmental basis, particularly in AF 4120, Auditing. These materials will be assembled into a booklet to be used by students in the College of Business, especially those majoring in accounting and planning to take the CPA exam. Off-campus purposes for this booklet include use at future seminars with the North Carolina Association of Certified Public Accountants.

Current Developments: Progress has been made on developing a manual entitled "Statistical Applications in Accounting and Auditing." An extensive bibliography and reading has been done by the director on the project this year. The project director has also had the opportunity to talk to several professors at other schools who are involved in both statistics and accounting. The project director has also taken the opportunity to share his work with the ASU campus at a 12:10 luncheon and program. In addition, he has given two guest lectures on the subject of statistical applications in accounting and auditing at UNC-Chapel Hill in spring 1979.

PROJECT EVALUATION:

Accomplishments: The writing of the manual has begun and a first draft has been written for the preface, introduction, and half of the chapter on binomial distribution. The manual will be used during the second summer session in ECO 3750 Business and Economic Statistics.

Problems: Perhaps the largest problem has involved the amount of time available for research and writing. This, however, is a problem that is forever prevalent.

Future Directions: With the writing of the manual, students will be better prepared for their testing for the CPA examination.

PROJECT STATUS: Ongoing

MAY-JUNE/RELEASED TIME RECEIVED:

Gil Zuckerman 2 weeks May/June, 1978

Gil Zuckerman -- one-quarter released time, spring, 1979

PROJECT BUDGET:

Total Allocation	$570.00
Expended -- 1977-78	3.40
Expended -- 1978-79	19.34
Remaining	$547.26

PROJECT TOPIC: Planning the Videotaping of Modules in AH 5440, Instruction in Post-Secondary Institutions

Development of a videotape on mastery learning and related course materials.

Date of Approval: March 1978

PROJECT DIRECTOR: Leland R. Cooper, Administration, Supervision and Higher Education

PROJECT DESCRIPTION:

Previous Developments: The project as originally presented involved the preliminary planning needed before videotaping the modules of AH 5440. Such planning would include the following:

1. Arrangement of the course in modules according to the topics to be presented
2. A schedule for taping sessions with on-campus television facilities
3. A description of materials needed and a plan for their use
4. Correspondence to acquire permission to use copyrighted material
5. Procedures for evaluation of the project
6. Projections of necessary funding
7. Development of a study guide to accompany each module

Current Developments: During the two-week planning session in May 1978, it was decided that videotaping all the modules in AH 5440 was neither desirable nor manageable. The course was arranged in modules and "Learning for Mastery" selected as an appropriate one for concentration and actual videotaping within the year. The background research, including three computer searches, was done in May and June and some of the writing completed. A short answer test was completed to be used as a pre-test accompanying various materials students will receive before taking the module. The test and materials which have been tried with four groups of graduate students seem to be helpful in getting the students prepared for the presentation on mastery learning. The test has served to focus discussion on research by Bloom, Block and others related to mastery learning.

PROJECT EVALUATION:

Accomplishments: The project director has had several personal interviews with Dr. George Baker of the University of Texas at Austin. Dr. Baker is one of the leading authorities on the use of mastery learning systems in higher education. In an audiotaped interview he discusses the development of such a system on a large scale at Greenville Technical College in Greenville, South Carolina.

Dr. Joe Cook, Professor of Higher Education at Florida Atlantic University, is using videotape in teaching one of their courses which is similar to AH 5440. He recently has agreed to send copies of their tapes for preview.

Three meetings have been held with Center for Instructional Development personnel for the purpose of planning development of materials, videotaping and editing. The rough script outline was completed and discussed at

Planning the Videotaping of Modules in AH 5440, Instruction in Post-Secondary Institutions (continued)

a meeting held on March 29, 1979. Graphics needed in the final production were discussed as coordinated with the script.

Problems: The major problem had to do with the scope of the project. Initially, planning was supposed to be completed for all eight modules and one or more was to be videotaped. It soon became evident that planning for all eight modules would take far more time than was available. Also, it was seen that videotaping would not be the most effective method of presentation for some of the subject matter. Therefore, the planning for the "Learning for Mastery" module was selected as the single subject for presentation.

Future Directions: The finished videotape sequence on mastery learning will be in four parts: the first will be a twenty-minute tape by Leland Cooper which will introduce the concept and some of the background information and research related to it. Three fifteen-minute tapes, each showing a different application of mastery learning on the ASU campus, will be presented by Don Sink, Tom Ryan, Charles Blackburn, George Antone, and Paul Fox.

The script for the twenty-minute introductory tape is scheduled to be finished by April 25, at which time it will be reviewed by a professional producer of educational television programs. Such a review should be of considerable help in improving its production qualitly.

Actual taping is scheduled to begin on July 2 and be completed on July 31. Editing will begin on August 1 and be completed on August 24. These four tapes will then be ready for use with AH 5440 class during the fall semester. The study guide to accompany the test and materials already completed will be finished in time for use fall 1979.

PROJECT STATUS: Ongoing

MAY-JUNE/RELEASED TIME RECEIVED:

Leland Cooper	2 weeks	May/June, 1978

PROJECT BUDGET:

Total Allocation	$100.00
Expended -- 1977-78	-0-
Expended -- 1978-79	28.49
Remaining	$ 71.51

PROJECT TOPIC: Hand Held Computer Proposal

Development of materials to explain the use of hand-held computers.

Date of Approval: March 1978

PROJECT DIRECTOR: Bob Richardson, Mathematical Sciences

PROJECT DESCRIPTION:

Previous Developments: The purpose of the project is to provide instruction in the use of the hand-held computer that can be successfully used by both the non-technical and the math-oriented student. The project's original aim was to design the printed materials needed for this type of instruction. Due to continued difficulty, a collection of color videotapes were made so that the student would be able to better watch what the instructor and the calculator were doing.

Current Developments: The materials were used successfully in three MAT 1010 classes involving over one hundred students for 1978-79 academic year.

PROJECT EVALUATION:

Accomplishments: About one hundred non-technical freshmen and more than one hundred calculus level or higher business, mathematics, and science students have used the videotape program with the result that hand-held computers have become an integral part of several math courses. What appeared to be nearly impossible to teach by standard classroom techniques is now possible. Instruction is faster and more efficient in the other classes, for example, business calculus. In addition, several students who have purchased these machines for themselves have used the instruction program on their own.

Problems: It is inconvenient and time consuming to carry all the calculators over to the Center for Instructional Development from the Mathematical Sciences Department. Also, there have been some problems with the television equipment not performing at peak efficiency.

Future Directions: With the possibility of teaching hand-held computer use to large groups of students effectively and considering how convenient it is to use them, integration of computers into many appropriate courses becomes a distinct possibility. Such machines will have a dramatic effect on the teaching of mathematics in the next five years. Plans for revising some of the videotape sequences are being considered.

PROJECT STATUS: Ongoing

MAY-JUNE/RELEASED TIME RECEIVED:

Bob Richardson 3 weeks May/June, 1978

Hand Held Computer Proposal (continued)

PROJECT BUDGET:

Total Allocation	$988.00
Expended -- 1977-78	70.82
Expended -- 1978-79	703.00
Remaining	$214.18

PROJECT TOPIC: Political Science Audio Recording Program

Broadening the department's recording capability by establishing an audio taping center.

Date of Approval: April 1978

PROJECT DIRECTOR: Pat Morgan, Political Science

PROJECT DESCRIPTION:

Previous Developments: Several years ago, a grant allowed the Political Science Department to establish a Video Resource Center. The center has provided students and others the opportunity to enjoy several hours of historically significant taped programs. The programs are also a valuable asset in the classroom.

With the advent of National Public Radio (NPR) the need was realized for an audio recording system to allow taping of several of the additionally useful programs being broadcast on radio.

Current Developments: Equipment and materials for the audio recording program were ordered during the fall of 1978 with the process complete by the spring of 1979. By using an FM radio receiver hooked into the cable system and cassette recorders plugged directly into the radio and set to a timer, it will be possible to record selected radio programs at predetermined times.

PROJECT EVALUATION:

Accomplishments: The program is now ready to be implemented. If successful, the program could serve as a relatively inexpensive model for other departments to adopt.

Problems: The only holdup of the project is the malfunctioning of the radio receiver. At the present time, the project is waiting for the radio repairs to be completed.

Future Directions: The audio programs, along with programs taped by the Video Resource Center, will be catalogued and available for students and faculty. The materials will be used as supplements to the classroom and for individual or group purposes.

PROJECT STATUS: Ongoing

PROJECT BUDGET:

Total Allocation	$600.00
Expended -- 1977-78	-0-
Expended -- 1978-79	189.70
Remaining	$410.30

PROJECT TOPIC: Home Economics 3100

An alternative approach to parent education.

Date of Approval: May 1978

PROJECT DIRECTOR: Joyce P. Stines, Home Economics

PROJECT DESCRIPTION:

Previous Developments: The project was proposed as an educational alternative to parent meetings, handouts, memos, etc., to meet the needs of parents dropping off and picking up their preschool children at Lucy Brock Child Development Center each morning and at noon. In addition to meeting the needs of "parents-on-the-run," it was to be utilized as an educational technique for college seniors studying the family in HEC 3100.

Current Developments: The project was initiated in the fall semester of 1978 with Audiovisual Services designing the format and layout of the illustrations and printed message. The project director gathered the ideas and illustrations and presented them in typed form to Audiovisual Services. Some illustrations for the messages were developed through art resources in Audiovisual Services.

Rather than use an overhead projector focusing the transparancy on the wall, it was decided to use a 10x12 wall illuminator which utilized no floor space in the lobby. This brightly lit device with varying colored transparencies commands the attention of the waiting parent. The "messages" are changed daily, with occasional "dry" days (no message) to keep the technique from becoming routine. The transparencies are grouped by topics dealing with child guidance and development such as discipline, social behavior, developing reading skills, and creativity.

PROJECT EVALUATION:

Accomplishments: The major accomplishment has been the dispensing of educational material to parents by a device that demands no more than seconds of their time while en route to work or to pick up their child. This spring (1979) the materials are being used in HEC 3100 with students helping create pre- and post-test items to use with each group of transparencies.

Problems: There has been one negative finding with this technique and it can be remedied. The topic has been printed in large enough letters to be read from the doorway. The additional material is printed in such small print that in order to read it the reader must come up close to the transparency. The remainder of the transparencies will need to be lettered with larger print to hold the attention of the viewer. Some of the transparencies also need to be redone.

Future Directions: The basic modules or topics have been devised with only three more groupings needed to conclude the project information to be used. With May/June funding there should be ample time to do this and complete the pre- and post-tests, which are to be administered to parents and

Home Economics 3100 (continued)

students in the fall. The enlargements of the print on the transparancies will also be accomplished during May/June.

PROJECT STATUS: Ongoing

MAY-JUNE/RELEASED TIME RECEIVED:

Joyce Stines 2 weeks May/June, 1979

PROJECT BUDGET:

Total Allocation	$50.00
Expended -- 1977-78	-0-
Expended -- 1978-79	57.96
Remaining	- 7.96

PROJECT TOPIC: Pilot Project to Enhance the Preparation of Student Teachers at Appalachian State University

The purpose of this project is to expand the teaching capabilities of student teachers through the use of videotape recording equipment.

Date of Approval: May 1978

PROJECT DIRECTOR: John Deason, College of Learning and Human Development

PROJECT DESCRIPTION:

Previous Developments: The Wilkes Area Teaching Center, an ASU agency, was established in order to provide the necessary elements that ensure beneficial, productive learning experiences for student teachers in the area. To achieve this goal, new programs of instruction and new methods of evaluation are constantly being developed by the Wilkes Area Teaching Center staff. Included in these programs is the incorporation of videotaping as a method of improving instruction. The purpose of the project is to aid in making videotape recording (VTR) an integral part of the student teachers' training experiences.

Current Developments: In order to provide greater access by student teachers to the videotape recording equipment, funds from the Center for Instructional Development were used to purchase an additional VTR camera and playback equipment. This unit, along with other equipment previously acquired by the College of Learning and Human Development for the Teaching Center, has allowed more student teachers and their cooperating teachers to participate in the VTR process.

PROJECT EVALUATION:

Accomplishments: Surveys administered to the student teachers who used the equipment during the year have shown the program to be highly successful. A pre-student teaching VTR survey revealed a reluctance by most toward using the VTR equipment, fearing that the equipment was too complicated or easily broken. However, after being trained in the use of the VTR units and having gained some working experience, the majority of responses on the post-VTR student teacher survey revealed very positive attitudes towards the program. VTR was viewed as being a useful means by which to improve teaching effectiveness. Although very few of the principals were actively involved in the use of the equipment, all but one of the principals recognized the VTR program as beneficial to the school.

Problems and Future Directions: Two problems encountered during the project were scheduling and equipment problems. The latter problem will be remedied by the publication of a handbook designed to cover problem areas of videotaping. The book will be developed during the fall of 1979. Also, scheduling changes have been suggested to improve coordination and more efficient use of the equipment. The project, if proven successful, could serve as a model for other school systems concerned with greater teaching effectiveness.

Pilot Project to Enhance the Preparation of Student Teachers at Appalachian State University (continued)

PROJECT STATUS: Ongoing

MAY-JUNE/RELEASED TIME RECEIVED:

Joe Murphy -- one-quarter time, academic year 1979-80

PROJECT BUDGET:

Total Allocation	$4,900.00
Expended -- 1977-78	14.20
Expended -- 1978-79	3,927.05
Remaining	$ 958.75

PROJECT TOPIC: Theatre Project

Preparation of approximately 1000 slides for use in communication arts classes.

Date of Approval: June 1978

PROJECT DIRECTOR: Susan Cole, Communication Arts

PROJECT DESCRIPTION:

Previous Developments: The purpose of the project is to add to the visual material available for use in communication arts classes. The project consists of preparing approximately 1000 slides showing theatre buildings, costumes, scenes from productions, actors, and other components from various periods of theatre history. Slides commercially available were ordered, printed material for use in producing slides was collected, and production of slides began in late summer of 1978.

Current Developments: Production continued through the fall semester 1978. Slides were used in classes and a rough draft of the accompanying guide was prepared.

PROJECT EVALUATION:

Accomplishments: The slides have been used in the following classes:

CMA 2207 Costume and Make-up (20 students/year)
CMA 3210 Classical Theatre History (25 students/year)
CMA 3212 Modern Theatre History (25 students/year)

Selection and organization of slides to be used in CMA 2011, Introduction to Theatre, is in process. The visual support given by the slides has clearly helped clarify information presented in lectures; their use this year has also made evident what additional materials are needed.

Problems: The large amount of time required to find suitable materials, photograph them as slides, and develop the accompanying guide has resulted in the project continuing on into next academic year. The project has also been frustrated by the difficulty in getting permission to copy materials. Letters sent requesting permission resulted in confusion regarding who owned the copyright or no response at all.

Future Directions: The classical theatre and the costume units are nearly complete. More slides for the modern theatre unit and development of units for Introduction to Theatre and other courses are planned. The project will probably be concluded at the end of fall term 1979.

PROJECT STATUS: Ongoing

PROJECT BUDGET:

Total Allocation	$700.00
Expended -- 1977-78	-0-
Expended -- 1978-79	467.11
Remaining	$232.89

PROJECT TOPIC: Faculty Development Workshops/Seminars

Professional development of faculty members to enhance the instructional program.

Date of Approval: September 1978

PROJECT DIRECTOR: Center for Instructional Development

PROJECT DESCRIPTION:

Previous Developments: In the 1977-78 academic year workshops sponsored through the Center for Instructional Development were conducted as a means of pursuing a goal of faculty development at Appalachian State University. It was felt that professional development of faculty members would enhance the instructional program in ways which course development and purchase of hardware could not approach. Two desired outcomes of a commitment of resources to faculty development were increased faculty morale and an inspired sense of cooperative effort among faculty members and between its faculty members and the University. The five workshops which resulted were met with considerable enthusiasm from those who participated (see Center for Instructional Development Third Annual Report for more details).

It was proposed by the CID's Coordinator of Faculty Development that instead of having each faculty workshop as an independent project and funded separately, a series of workshops be funded under the project title "Faculty Development Workshops/Seminars." With input from the ad hoc committee on faculty development, topics were chosen from numerous suggestions to comprise the workshops for the fall term 1978.

Current Developments: During the 1978-79 academic year the Center for Instructional Development, in cooperation with several departments and faculty, sponsored ten faculty development workshops/seminars (five each semester.)

Following is a summary of those workshops:

> THE TEST, THE WHOLE TEST, AND NOTHING BUT THE TEST. . .
> Glenda Hubbard, Associate Professor, Counselor Education and Research, October 26 or October 27, 2:00-5:00 p.m.

The workshop emphasized a scientific approach to test construction. Methods of improving essay and objective tests were presented, along with ways of deciding which type of testing was appropriate in which situation. Emphasis was given to constructing tests which assess higher-level mental processes rather than rote memory. (Attendance - 18)

> BIOFEEDBACK TRAINING: A CONSCIOUSNESS RAISING EXPERIENCE
> DuMont Schmidt, Associate Professor, Psychology, November 3
> 9:00 a.m.-5:00 p.m.

The purpose of this workshop was to introduce biofeedback training as it applies to educational and counseling settings. The workshop clarified

the basic nature and goals of training, the models of stress management used in training, and provided participants with "hands on" experience with at least one biofeedback modality. Current and future biofeedback developments were also explored. (Attendance - 17)

GETTING ACQUAINTED WITH SPSS, Pat Gaynor, Associate Professor, Economics, November 17 or November 20, 2:00-5:00 p.m.

The Statistical Package for the Social Sciences (SPSS) is a computer-based system designed for the analysis of data. The workshop familiarized the participants with basic SPSS, its purposes, and potential uses.

(Attendance - 34)

EVALUATING STUDENT WRITING: A REVIEW FOR FACULTY, Robert Lysiak, Assistant Professor, English and Department of English Faculty, November 30, 2:00-9:00 p.m. and December 1, 2:00-5:00 p.m.

The Department of English acted as an advisory instructional body to provide participating faculty with professionally recognized guidelines dealing with student essays and term papers on both the undergraduate and graduate levels. Actual samples of student writing provided by participating faculty were used for discussion and evaluation. (Attendance - 45)

VS/9 COMMAND LANGUAGE PRINCIPLES, Terry Combs, Tom Culver, Office of Information Systems; Tom Wright, UNIVAC; December 11 through December 13, 9:00 a.m.-11:00 a.m. or 3:00 p.m.-5:00 p.m.

The workshop had as its purpose to enable the participants to generate valid command streams for executing typical VS/9 user tasks, enabling them (under normal conditions) to perform productive work with little guidance. (Attendance - 18)

SEX EQUITY IN PUBLIC INSTRUCTION: A NEW PIONEERS APPROACH. Gary Ridout, Sex Equity Coordinator, North Carolina Department of Public Instruction, February 13 and 14; luncheon and faculty/student seminar.

The luncheon presentation and seminar outlined North Carolina's New Pioneers program which has as its objective the elimination of sex bias throughout public education. (Attendance - 44)

MANY USES OF MINITAB, Tom Bohannon, Associate Professor of Mathematical Sciences, March 22 and March 27, 2:00 p.m.-4:30 p.m.

The workshop familiarized the participants with Minitab, a computer-based system designed for the analysis of small to medium-sized data sets. (Attendance - 5)

Faculty Development Workshops/Seminars (continued)

HIGHER EDUCATION AND LIFELONG LEARNING, Malcolm Knowles, Adult Educator, North Carolina State University, March 19, 12:10 Club Luncheon and Faculty/Student Seminar

Malcolm Knowles is one of the country's most respected adult educators and is the author of numerous publications on the adult learner and self-directed learning. The presentation and seminar emphasized the concept of lifelong learning and its impact on the future of higher education. (Attendance - 100)

THE USE OF REALITY THERAPY IN THE CLASSROOM, Milton (Bunk) Spann, Associate Professor, Administration, Supervision, Higher Education; April 9, 2:00 -5:00 p.m.

The workshop was an introductory session to the principles and practices of reality therapy, a systematic approach to developing greater responsibility in students. (Attendance - 26)

GROUP METHODS IN THE CLASSROOM, Sally Atkins, Associate Professor, Counselor Education and Research and Judy Tulley, Professor, History; April 19, 10:00 a.m.-3:00 p.m.

The workshop was designed as an introduction to group dynamics and small group instruction in the college classroom by means of direct group experience. (Attendance - 8)

PROJECT EVALUATION:

Accomplishments: The ten workshops attracted faculty from at least twenty-five academic departments, ten administrative offices, and several neighboring institutions (i.e., Western Piedmont, CVTI, A-B Tech, among others). Total attendance was nearly 300 persons. At most of the workshops evaluation forms were distributed to the participants. Of those workshops evaluated the return rate varied from ten percent to ninety percent. The average return rate was fifty percent. The average response for all workshop evaluations combined (in terms of the workshop's stated objectives being met) was 3.3 out of a possible 4 (all objectives were met in full). In terms of the presentation itself (i.e., the organization, materials used or developed, time allowed for discussion and questions) the average workshop evaluation rating was 3.2. There was very little variability in the scores -- every workshop was rated at least a three on both dimensions. When asked if the workshops were worth attending nearly 95% of all respondents indicated yes. In terms of negative responses the participants on occasion remarked on the stuffiness of the classroom in the Center for Instructional Development which was the site of several of the workshops. In addition, the limitations on the length of the workshop were mentioned at times.

The fact that so many faculty members gave of their time without remuneration to assist other faculty in their professional developments speaks to

Faculty Development Workshops/Seminars (continued)

the level of collegiality and expertise among the ASU faculty. At no time was there a need to cancel a workshop due to lack of interest. Nor was there a lack of available faculty willing to lead a workshop of their own design or one suggested to them.

Problems: The major problem with the workshops was scheduling. Finding the right time when participants and faculty presenters could come together was difficult. Every workshop had several faculty who indicated that with their individual courses and demands on their time they simply could not attend. This factor cannot be eliminated unless it would be considered feasible to have more workshops on weekends, during breaks, or at night. At this time there are no plans to do this. However, May/June funds have been used on occasion to hold workshops that are of general interest to the ASU community (see Creativity Workshop narrative) after the spring semester has ended.

There was also the problem of "no shows" which disrupts planning and implementation of the workshop. Simple courtesy would suggest a phone call from a potential participant should he/she be unable to attend.

Future Directions: With the success of the faculty development workshop series its future seems assured. The ten workshops sponsored this academic year (apart from those which may be sponsored as a separately-funded project) are about all the traffic can bear. An attempt will be made in late summer to solidify the workshops for fall 1979 in order to insure enough lead time in terms of publicity. An assessment on faculty needs will be conducted in the fall to assist in the planning of future workshops. Also, a follow-up evaluation of all faculty who attended the 1978-79 faculty workshops will be made to measure any long-term effects of the workshops.

PROJECT STATUS: Ongoing

PROJECT BUDGET:

Total Allocation	$800.00
Expended -- 1978-79	569.75
($200 contributed by Academic Affairs for honorarium)	
Remaining	$230.25

PROJECT TOPIC: Reading Videotapes

The development of instructional videotapes outlining model programs in reading education.

Date of Approval: November 1978

PROJECT DIRECTORS: Gerald L. Parker, Reading Education
Thomas W. Childress, Reading Education

PROJECT DESCRIPTION:

Previous Developments: The project objectives are:

1. To videotape outstanding classrooms and school-wide reading instructional programs located in North Carolina.

2. To develop a series of videotapes to be used with 950 undergraduate students in the department per year identifying:

   (a) problems classroom teachers might expect to encounter during reading instruction
   (b) instructional decision-making processes and strategies
   (c) instructional options

3. To develop viewing guides and feedback procedures in order to evaluate student understandings and competencies.

Current Developments: Two days of videotaping at Blowing Rock and Parkway Elementary Schools and one day of videotaping at West Wilkes High School has resulted in approximately fifteen hours of raw videotape being produced during academic year 1978-79. Both directors were employed for a week during May 1979 to edit the videotapes into usable instructional segments and prepare viewing guides.

PROJECT EVALUATION:

Accomplishments: Both project directors, participating teachers and selected students have viewed portions of the tapes. All reactions have been favorable. Both project directors agree that the raw tape footage produced this year is of the quality and content in line with our stated objectives. Excellent support and cooperation has been received from the Center for Instructional Development, its support personnel, and Audiovisual Services.

Problems: Some videotaping sessions had to be rescheduled due to changes in the public school calendar, but no major problems have been encountered in the project.

Future Directions: The videotapes and guides developed during May 1979 will be field-tested with ASU students during summer school. Refinement and development will continue during the summer so the videotape series can be fully implemented into the reading instructional program in the fall of 1979.

Reading Videotapes (continued)

Videotaping model reading programs will continue in the fall and focus on effective instructional strategies.

PROJECT STATUS: Ongoing

MAY-JUNE/RELEASED TIME RECEIVED:

Gerald Parker	1 week	May/June, 1979
Winston Childress	1 week	May/June, 1979

PROJECT BUDGET:

Total Allocation	$1,800.00
Expended -- 1978-79	158.69
Remaining	$1,641.31

PROJECT TOPIC: In-Service Training Program on Innovative Teaching

A week-long workshop for philosophy and religion faculty to become acquainted with new teaching methods.

Date of Approval: November 1978

PROJECT DIRECTORS: O'Hyun Park, Philosophy and Religion
Tom Davis, Philosophy and Religion
Alan Hauser, Philosophy and Religion
Mary Ann Carroll, Philosophy and Religion

PROJECT DESCRIPTION:

The objectives of the program are to provide:

1. In-service training in new teaching methods
2. Involvement in small group work leading to an awareness of group dynamics as a foundation block of non-traditional teaching
3. Opportunity for faculty to become students, to experience a situation in which they are students and practice teachers, and so to rediscover the psychology of the learner.
4. Demonstration in the use of visual material in instruction
5. Demonstration in the use of the phone conference as a teaching aid
6. Exposure of faculty to the Center for Instructional Development facilities
7. Promotion of better communications among departmental faculty
8. The integration of the Long Search and Ascent of Man videotape series into the departmental program of instruction

PROJECT EVALUATION:

The workshop was held May 20-25 in the Center for Instructional Development. The project will be continued in the fall with a post-workshop evaluation and several additional in-service meetings taking place. The exact nature of the latter will be determined in light of the evaluation.

PROJECT STATUS: Ongoing

MAY-JUNE/RELEASED TIME RECEIVED:

Mary Ann Carroll	2 weeks	May/June, 1979
Alan Hauser	2 weeks	May/June, 1979
Tom Davis	2 weeks	May/June, 1979
Jim Stines	1 week	May/June, 1979
Richard Humphrey	1 week	May/June, 1979
Ray Ruble	1 week	May/June, 1979
Frans van der Bogert	1 week	May/June, 1979
Sally Atkins	1 week	May/June, 1979

In-Service Training Program on Innovative Teaching (continued)

PROJECT BUDGET:

Total Allocation	$5,336.00
Expended -- 1978-79	802.13
($670 contributed by Academic Affairs for honorarium)	
Remaining	$4,533.87

Also, $130 contributed by College of Arts and Sciences for dinner and reception at opening of workshop.

PROJECT TOPIC: Literary Review

An edition of original works by students in Interdisciplinary Studies.

Date of Approval: February 1979

PROJECT DIRECTOR: Peter Petschauer, Watauga College

PROJECT DESCRIPTION:

Over the past two semesters, discussions among faculty in Interdisciplinary Studies have revealed that an increasing number of excellent papers of general interest to students and faculty are being produced. This project will support a literary review to be produced by students in General Honors, Watauga College, and University Studies courses. The review will be supervised by Watauga College faculty and student editors selected from the programs listed above. Material to be included in the review will be varied and include the following: research papers, critical reviews, explications de texte, creative writing, and poetry. The first edition of the literary review is planned for the fall of 1979.

PROJECT EVALUATION:

There will be four methods of evaluation: (1) a one-page insert would be included in the review to elicit suggestions and criticisms; (2) an informal survey would be conducted by the faculty to determine reactions; (3) faculty involved in the project would report the reactions of their students to the Review Board; and (4) the Review Board would elicit reviews of the material included in the first issue and would publish responses in subsequent issues.

PROJECT STATUS: Ongoing

PROJECT BUDGET:

Total Allocation	$300.00
Expended -- 1978-79	-0-
Remaining	$300.00

PROJECT TOPIC: Interdepartmental Cooperation in the Teaching of Statistics

To improve the quality of instruction in quantitative courses across departments.

Date of Approval: February 1979

PROJECT DIRECTORS: Gil Zuckerman, Economics
Larry Kitchens, Math
Tom Bohannon, Math

PROJECT DESCRIPTION:

The subject of statistics is taught and applied in many different departments across campus. The project is designed to familiarize faculty, through a one week workshop, with new instructional materials and textbooks that are applicable to teaching statistics. In addition the possible development of in-house instructional aids such as slide-tape presentations and/or videotapes was investigated.

PROJECT EVALUATION:

During the week of May 21-25 the project directors made all the necessary preparations for the workshop, including the development of a booklet of statistical materials to be used for the workshop. The week of May 28 through June 1 was the workshop week. During this week the project team met each morning with nineteen participants representing seven departments on campus. The mornings were spent viewing commercially prepared audio-visual materials on the subject of statistics, discussing applications of Mini-tab, SPSS, and BMDP in the classroom, viewing locally prepared audio-visual materials, and discussing common needs and common solutions in the teaching of statistics. The project team spent the afternoons analyzing the results of the morning sessions and assisted those interested participants in a more thorough examination of existing audio-visual materials.

An evaluation form for the entire workshop was distributed as well as evaluation forms for the audio-visual materials used. Results from these forms were not available at press time.

PROJECT STATUS: Ongoing

MAY-JUNE/RELEASED TIME RECEIVED:

Tom Bohannon	3 weeks	May/June, 1979
Larry Kitchens	3 weeks	May/June, 1979
Gil Zuckerman	3 weeks	May/June, 1979
Barry Elledge	½ week	May/June, 1979
Larry Ellis	½ week	May/June, 1979
Steve Millsaps	½ week	May/June, 1979
David Mielke	½ week	May/June, 1979
Max Dowell	½ week	May/June, 1979
Henry Schneider	½ week	May/June, 1979
J.A. Thompson	½ week	May/June, 1979
Robert Keber	½ week	May/June, 1979
Dan Stillwell	½ week	May/June, 1979
Jim Smith	½ week	May/June, 1979

Interdepartmental Cooperation in the Teaching of Statistics (continued)

Ben Strickland	½ week	May/June, 1979
E.P. Lane	½ week	May/June, 1979
R.J. Schalk	½ week	May/June, 1979
Mark Harris	½ week	May/June, 1979
Theresa Early	½ week	May/June, 1979
Rudy Curd	½ week	May/June, 1979
Paul Sanders	½ week	May/June, 1979

PROJECT BUDGET:

Total Allocation	$600.00
Expended -- 1978-79	87.33
Encumbered -- 1978-79	20.00
Remaining	$492.67

PROJECT TOPIC: Curriculum Development in Elementary Education

Development and preliminary evaluation of formats of instruction.

Date of Approval: February 1979

PROJECT DIRECTOR: Jamie Smith, Elementary Education

PROJECT DESCRIPTION:

The Department of Elementary Education needs to evaluate and synthesize the content and methods of instruction in ten of its courses. This project is intended to improve the curriculum for its various majors by eliminating discrepancies in course work, duplication of content and experiences, and omission of needed content. This should result in substantially upgraded professional training for elementary education majors.

Specifically, non-overlapping curricula will be written for each of the courses, including detailed description for four field experience components. In addition, a handbook of field experience will be developed along with a series of forms for placement, evaluation, and related materials.

Work on the project began during the weeks of May 21 and May 28, 1979, with seven faculty members from elementary education involved for one week each.

PROJECT EVALUATION:

The project will be evaluated through submission to the department of the items described for use during the next academic year.

PROJECT STATUS: Ongoing

MAY-JUNE/RELEASED TIME RECEIVED:

Jamie Smith	1 week	May/June, 1979
Michael Allen	1 week	May/June, 1979
Dean Meredith	1 week	May/June, 1979
Ken McEwin	1 week	May/June, 1979
Julia Thomason	1 week	May/June, 1979
Joyce Lawrence	1 week	May/June, 1979
Robert Jones	1 week	May/June, 1979

PROJECT BUDGET:

Total Allocation	$340.00
Expended -- 1978-79	-0-
Remaining	$340.00

PROJECT TOPIC: Minicomputer Lab

Development of lab projects that would be used as aids in the teaching of new computer information systems courses.

Date of Approval: February 1979

PROJECT DIRECTOR: Robert Winner, Mathematical Sciences

PROJECT DESCRIPTION:

With the revolutionary developments in computer system technology, it is becoming possible for departments and similar organizations on campus to consider the purchase of computer systems for special purposes which cannot be implemented through the Office of Information Systems. Through funding by the National Science Foundation, the purchase and maintenance of a minicomputer system has been possible for such a venture.

The purpose of the project is to develop relevant undergraduate assignments for the computer system. Unlike the development of lab assignments in other teaching fields, the pedagogical techniques to be used in advanced computer labs are not well defined and the equipment is extraordinarily complex, with the lab instructor him/herself having the immense task of learning the use and design of the computer system before proceeding to teach it.

The initial computer labs should be introduced into computer courses by the fall of 1979.

PROJECT EVALUATION:

Evaluation will be via student input, records of student success in completion of lab projects, and polling of recent graduates.

PROJECT STATUS: Ongoing

MAY-JUNE/RELEASED TIME RECEIVED:

Robert Winner 3 weeks May/June, 1979

Robert Winner -- one-quarter released time, fall, 1979

PROJECT BUDGET:

Total Allocation	$160.00
Expended -- 1978-79	.40
Remaining	$159.60

PROJECT TOPIC: PE 3505 Project

To evaluate, revise and improve the content and delivery of the course, Elementary School Physical Education.

Date of Approval: February 1979

PROJECT DIRECTOR: Brenda Clayton, Health, Physical Education and Recreation

PROJECT DESCRIPTION:

The course Elementary School Physical Education (PE 3505) is a requirement for both physical education majors and elementary school education majors. The course involves two to three hundred students each year. The project director and others in the department devoted a full week to activities designed to improve the content and delivery of the course. These activities included writing objectives for the course, reviewing texts, updating course content, preparation of a bibliography, and interdepartmental cooperation between physical education and elementary education instructors.

PROJECT EVALUATION:

The degree to which the course objectives have been achieved will be determined by (1) a subjective evaluation by the faculty members teaching the course and (2) a written survey of all students enrolled in the course during the 1979-80 academic year.

PROJECT STATUS: Ongoing

MAY-JUNE/RELEASED TIME RECEIVED:

Joan Askew	1 week	May/June, 1979
Brenda Clayton	1 week	May/June, 1979
Rebecca Tomlinson	1 week	May/June, 1979

PROJECT BUDGET:

Total Allocation	$150.00
Expended -- 1978-79	3.40
Remaining	$146.60

PROJECT TOPIC: Applied Music Project

To develop an alternative to the present method of teaching applied music, particularly the trumpet.

Date of Approval: February 1979

PROJECT DIRECTOR: Joe Phelps, Music

PROJECT DESCRIPTION:

Presently, each student enrolled in similar music courses are given an individual lesson each week of each term, with learning taking place primarily through verbal feedback from the teacher. The approach is somewhat subjective, including the amount of progress the teacher thinks the student makes and the grade for the course.

The project is designed to develop an alternative to this present method of teaching applied music by using two approaches. The first approach would be to develop a more clearly defined method of teaching, using a combination of the traditional one-on-one applied lesson with group lessons. The second approach would be the use of videotape equipment to be used in conjunction with the lessons, and designed to give the student additional information or feedback about his/her playing and to provide an objective record of the student's progress through his/her four years of study.

PROJECT EVALUATION:

The study is planned to be evaluated by the project director and members of the music faculty. At the end of each semester, applied students are evaluated at a jury (semester exam in applied music). These juries on trumpet are heard by all of the trumpet faculty including graduate assistants. The impact of the project will be evident during this procedure.

PROJECT STATUS: Ongoing

MAY-JUNE/RELEASED TIME RECEIVED:

Joe Phelps	2 weeks	May/June, 1979
Harold McKinney	2 weeks	May/June, 1979
Elmer White	2 weeks	May/June, 1979

PROJECT BUDGET:

Total Allocation	$6,200.00
Expended -- 1978-79	-0-
Remaining	$6,200.00

PROJECT TOPIC: Lab Manual for Chemistry 2210

The development of a comprehensive manual as a learning aid in chemistry.

Date of Approval: April 1979

PROJECT DIRECTOR: Don Olander, Chemistry

PROJECT DESCRIPTION:

This project will develop a laboratory manual to be used in CHE 2210, Quantitative Analysis. The manual will include approximately seventeen different experiments with written specific instructions for each. The manual will be assembled so that additions and modifications can be made in the future to keep the course material updated. Included in the manual will be diagrams of and instructions for laboratory apparatus, descriptions of laboratory techniques, the statistical treatment of experimental data, how to maintain a laboratory notebook, table of atomic and formula weights, and other learning aids to complement the course. It will be printed and ready for use in the fall semester of 1979.

PROJECT EVALUATION:

This project was approved as a May/June effort, and a full evaluation will not be made until a later date.

PROJECT STATUS: Ongoing

MAY-JUNE/RELEASED TIME RECEIVED:

Don Olander	3 weeks	May/June, 1979

PROJECT BUDGET:

Total Allocation	$965.00
Expended -- 1978-79	-0-
Remaining	$965.00

PROJECT TOPIC: Internship in the Office of Development and Public Affairs

A project to use the practical experience of journalistic and public relations writing to improve the teaching of Advanced Composition for non-English majors.

Date of Approval: February 1979

PROJECT PARTICIPANT: Jerry Williamson, English

PROJECT DESCRIPTION:

The faculty member is involved in a writing internship in the Office of Development and Public Affairs on Appalachian State University campus. The objective is to use the practical experience of journalistic and public relations writing to improve the teaching of Advanced Composition for non-English majors in the Department of English. The Department of English has been interested for some time in developing writing classes which will be of practical benefit for students who plan careers in business or other professions outside of teaching. This internship will allow the faculty member to see some of the demands and some of the skills required of a writer working in a business situation, and then to take these insights into the classroom.

The internship is being served in May and June of 1979.

PROJECT EVALUATION:

This project is unique in that it provides a faculty member the opportunity to participate in an internship situation within the University. In such a faculty development effort, the faculty member should gain skills and insights to transfer to the classroom, and the campus unit involved should receive the benefits of the faculty member's time and skills. Evaluation of the effort will be primarily subjective with input from the faculty member and the Vice Chancellor for Development and Public Affairs.

PROJECT STATUS: Ongoing

MAY-JUNE/RELEASED TIME RECEIVED:

Jerry Williamson 4 weeks May/June, 1979

PROJECT BUDGET:

Total Allocation -0-

PROJECT TOPIC: Curriculum for Vocational and Technical Education

Project is designed to re-evaluate the curriculum of the Department of Industrial Arts and Technical Education to determine the restructuring necessary for the preparation of teachers of vocational education.

Date of Approval: February 1979

PROJECT DIRECTORS: Carl Moeller, Industrial Arts and Technical Education
William Graham, Industrial Arts and Technical Education

PROJECT DESCRIPTION:

Objectives include an integrated curriculum for the preparation of teachers of vocational and technical education. Additionally, the relationships of the department to the current Bachelor of Technology program, internship assignments, field experiences and the Auburn University engineering program will be reviewed and program options defined for students with interests other than printing or wood technology.

Work on the project should begin during the summer of 1979.

PROJECT EVALUATION:

Evaluation will be accomplished by faculty and administrative review and selected individuals in the State Department of Public Instruction.

Expected outcomes of the project include:

1. A curriculum for the preparation of vocational and technical education teachers

2. An internship program which includes field experiences which have been established through faculty and industry negotiation, rather than student initiative, in order to provide greater control of the assignment

3. A policy which clarifies the engineering phase of the Bachelor of Technology program

4. A series of options for the students in the Department of Industrial Arts and Technical Education that have been evaluated in terms of employment needs and opportunities

PROJECT STATUS: Ongoing

MAY-JUNE/RELEASED TIME RECEIVED:

Carl Moeller	2 weeks	May/June, 1979
William Graham	2 weeks	May/June, 1979

PROJECT BUDGET:

Total Allocation	$50.00
Expended -- 1978-79	2.77
Remaining	$47.23

PROJECT TOPIC: Workbook for Managerial Economics

The preparation of a workbook in support of Managerial Economics (ECO 4710)

Date of Approval: February 1979

PROJECT DIRECTOR: Barry Elledge, Economics

PROJECT DESCRIPTION:

Managerial Economics is an important course for many College of Business majors, especially those pursuing a quantitative program. The development of a workbook containing a variety of problems covering such areas as production and pricing decisions, interpretation of accounting data, economic forecasting, cost analysis, and capital budgeting analysis should help students, not only to understand the relevance of managerial economics to successful business efforts, but also assist students to develop a systematic approach to problem solving in general.

PROJECT EVALUATION:

The evaluation will involve (1) keeping of records on the number of students using the workbook, (2) their performance and satisfaction with the workbook, (3) elimination or revising problems as needed, and (4) development of a pre- and post-test to examine the improvement in learning and the improvement in problem solving abilities of the students.

PROJECT STATUS: Ongoing

MAY-JUNE/RELEASED TIME RECEIVED:

Barry Elledge	2 weeks	May/June, 1979

PROJECT BUDGET:

Total Allocation	$280.00
Expended -- 1978-79	-0-
Remaining	$280.00

PROJECT TOPIC: Slide-Tape Show for Music Library

Development of four slide-tape presentations for self-instruction in he use of the Music Library.

Date of Approval: February 1979

PROJECT DIRECTOR: Joan Falconer, Music Library

PROJECT DESCRIPTION:

Presently, the need for self-instructional material is intensified by two existing conditions--the closed-shelf arrangement of the Music Library, which precludes browsing, and the large number of music majors compared with the very small number of music library staff who have skills in music. The project is designed to remedy these problems by development of four slide/tape presentations for self-instruction in the use of the Music Library. Topics will be (1) the different kinds of headings (i.e., author, title, subject); (2) uniform titles; (3) interpreting the card to determine whether it represents a full score, vocal score, set of parts, etc.; and (4) the functions and types of cross-references.

PROJECT EVALUATION:

Evaluation of the project will have to be made after its completion, since its usefulness cannot be determined until it has been implemented. Any appropriate changes will be made following the evaluation.

PROJECT STATUS: Ongoing

MAY-JUNE/RELEASED TIME RECEIVED:

Joan Falconer	1 week	May/June, 1979

PROJECT BUDGET:

Total Allocation	$430.00
Expended -- 1978-79	-0-
Remaining	$430.00

PROJECT TOPIC: Text/Workbook for CR 2200, Life and Career Planning

Development of text/workbook for the undergraduate course CR 2200 Life and Career Planning.

Date of Approval: Spring 1979

PROJECT DIRECTOR: Les Stage, Counselor Education and Research

PROJECT DESCRIPTION:

The purpose of the project is to procure research materials for, write, and publish a text/workbook for the life and career planning course. The need for such a book results from the failure to find a suitable text that combines relevant exercises with a precise and comprehensive description of course topics. The availability of a text/workbook would aid in the training of teaching assistants for the course, reduce the need for classroom "lecturing," and allow time for meeting the learning style need of particular students.

PROJECT EVALUATION:

Students will assess the value of all learning experiences at the end of the course, including the text and its individual chapters. Course evaluations will be compared to those of previous semesters when no text was available.

PROJECT STATUS: Ongoing

MAY-JUNE/RELEASED TIME RECEIVED:

Les Stege	3 weeks	May/June, 1979
Randy Swing	3 weeks	May/June, 1979

PROJECT BUDGET:

Total Allocation	$1,003.00
Expended -- 1978-79	-0-
Remaining	$1,003.00

PROJECT TOPIC: Individualized Instruction Package for American National Government

Revision and development of instructional materials to assist in teaching PSI.

Date of Approval: February 1979

PROJECT DIRECTOR: Roland Moy, Political Science

PROJECT DESCRIPTION:

The project has several features. The first is rewriting the 45-page study guide in order to take account of new materials and expansion of materials already in use. Also, complete revision of the test question bank will be necessary with incorporation of these test questions into fifteen unit exam packages.

PROJECT EVALUATION:

The individualized instruction package will be evaluated by using student surveys in which they are asked to rate each item of the package. Based upon these results adjustments will be made where necessary.

The individualized instruction package has allowed students a choice among classroom styles in the sections of American National government offered each term. If updated, the package will continue to be available for use by graduate teaching assistants who may wish to have the aid of this approach in their first teaching effort.

PROJECT STATUS: Ongoing

MAY-JUNE/RELEASED TIME RECEIVED:

Roland Moy	2 weeks	May/June, 1979

PROJECT BUDGET:

Total Allocation	$155.00
Expended -- 1978-79	56.55
Remaining	$ 98.45

PROJECT TOPIC: Law and Society

Development of supplemental reading materials in Law and Society (BE 2150)

Date of Approval: February 1979

PROJECT DIRECTORS: John Geary, Business Education
William Vanderpool, Business Education

PROJECT DESCRIPTION:

Law and Society is a required course for all College of Business students. Certain classic law cases numbering around fifty are to be selected, summarized and compiled into a notebook to supplement the text used in the course. When necessary, textual explanations are to be included to explain and enlarge upon a point of law. Additional citations and readings will be noted for the student who wishes to investigate a principle further. These materials will not only help the student in understanding the subject matter, but the process of reading the cases should also improve critical reading ability and expose the student to the method of legal reasoning and analysis.

PROJECT EVALUATION:

The substantive elements of the project will be evaluated by colleagues and peers in the law area of the College of Business.

PROJECT STATUS: Ongoing

MAY-JUNE/RELEASED TIME RECEIVED:

John Geary	1 week	May/June, 1979
William Vanderpool	1 week	May/June, 1979

PROJECT BUDGET:

Total Allocation	$250.00
Expended -- 1978-79	-0-
Remaining	$250.00

PROJECT TOPIC: Educational Media Project

An examination of the content of the degree program in educational media.

Date of Approval: February 1979

PROJECT DIRECTORS: Joleen Bock, Educational Media
Alice Naylor, Educational Media

PROJECT DESCRIPTION:

In preparation for the American Library Association accreditation process the faculty of this department proposes:

1. To undertake an examination of the content of its degree programs in order to improve the interrelationship of courses

2. To search for duplication and omissions in the required courses for school media coordinators and two-year college learning resources personnel

3. To improve the structure of individual courses

4. To better correlate courses within program tracks and between programs

During a one-week period (June 11-15, 1979) with May/June funding each individual faculty member will--

1. identify program competencies in each of their courses

2. use the newly adopted program requirements and course structure, determine in which courses each competency would best be met

3. compare this against what is currently being taught and suggest necessary changes to the department faculty

PROJECT EVALUATION:

The end product of this project will be a document describing program goals and course content which can be used by faculty to develop courses and to recruit students. The same process will need to be completed at a later date for the Audiovisual program and for the elective library courses.

The preparation of course outlines for this project will be completed by faculty members prior to May 15.

PROJECT STATUS: Ongoing

Educational Media Project (continued)

MAY-JUNE/RELEASED TIME RECEIVED:

Joleen Bock	1 week	May/June, 1979
Judith Davie	1 week	May/June, 1979
Robert McFarland	1 week	May/June, 1979
Joseph Murphy	1 week	May/June, 1979
Ila Justice	1 week	May/June, 1979
John Pritchett	1 week	May/June, 1979

PROJECT BUDGET:

Total Allocation	$50.00
Expended -- 1978-79	36.13
Remaining	$13.87

PROJECT TOPIC: Videotaping the Festival of the Written Word

Videotaping of the Festival of the Written Word, a gathering of literary and professional writers who discuss the importance of writing in today's business and cultural setting.

Date of Approval: April 1979

PROJECT DIRECTOR: Thomas McLaughlin, English

PROJECT DESCRIPTION:

The purpose of the project was to videotape the Festival of the Written Word, held April 23, 24, and 25, 1979, for classroom use. The participants in the Festival included novelist John Gardner, poet Diane Wakoski, critic Stanley Fish, business writer Mac Sherman Harris, advertising writer Evin Varner, journalist Lennox Rawlings, and composition specialist John Butler.

It was felt that these videotapes would be of interest to such various disciplines as business, education, journalism, marketing, English, and communications.

PROJECT EVALUATION:

Four weeks of May/June will be used for the editing of the videotapes and other post-production activities related to the festival. The materials from the project will be used in classrooms across campus. Evaluation will be conducted from the use of these materials at a later date. There is also a strong possibility that the tapes could be marketed to colleges and universities in the region.

PROJECT STATUS: Ongoing

MAY-JUNE/RELEASED TIME RECEIVED:

Thomas McLaughlin 2 weeks May/June, 1979

PROJECT BUDGET:

Total Allocation	$713.00
Expended -- 1978-79 ($150 contributed by College of Arts and Sciences in temporary wages)	278.24
Remaining	$434.76

PROJECT TOPIC: Slide/Tape Presentation to be Used in Conjunction with Systematic Botany and the University Herbarium

Development of audiovisual materials for Biology 3304

Date of Approval: February 1979

PROJECT DIRECTOR: Marie Hicks, Biology

PROJECT DESCRIPTION:

This project will involve the preparation of slide/tape instructional aids to be used by classes of Systematic Botany, BIO 3304. Due to the increase in the number of students taking systematic botany--from 19 in 1977 to 27 in 1978 and 29 in 1979--it is becoming more and more difficult to expose the students to the visual material necessary for their recognition of plant family characteristics.

The Biology Department obtained a slide/tape player for the project. This instrument is currently used in the University Herbarium and is proving to be a very effective teaching aid.

The visual part of the presentation will consist of 2 x 2 kodachrome slides of common mountain plants. Representatives of plant families will be shown as total entities as well as dissected segments. When the photographs are completed, a narrative will be recorded on tape and the entire program will consist of two slide/tape presentations of plant family characteristics.

PROJECT EVALUATION:

This project was approved as a May/June effort, and a full evaluation will not be made until a later date.

PROJECT STATUS: Ongoing

MAY-JUNE/RELEASED TIME RECEIVED:

Marie Hicks	1½ weeks	May/June, 1979

PROJECT BUDGET:

Total Allocation	$240.00
Expended -- 1978-79	148.36
Remaining	$ 91.64

PROJECT TOPIC: Survey of Spanish Literature

Project will consist of writing a textbook for SNH 3010 and 3030, Survey of Spanish Literature

Date of Approval: March 1979

PROJECT DIRECTOR: Ramon Diaz-Solis, Foreign Languages

PROJECT DESCRIPTION:

The project, which will begin during the fall semester 1979, will allow the project director one-quarter released time to begin work on the proposed textbook. It will consist of two parts: (1) there will be a general approach to literature with emphasis on concepts and theory, which will enable the student to detect the underlying aesthetic structures in works written in other languages; and (2) will offer a chronological selection of works accompanied by a detailed analysis and comment in accordance with the theory furnished in part one.

PROJECT EVALUATION:

A textbook of this nature does not exist in Spanish and could possibly be used in other Spanish classes as well. Also, future possibilities could include an English translator, especially for those students taking the course as an elective.

The project should serve to enhance the knowledge of the instructor in this area, thereby improving his skills as an instructor. The proposed textbook, when completed, would be evaluated through faculty and student use.

PROJECT STATUS: Ongoing

MAY-JUNE/RELEASED TIME RECEIVED:

Ramon Diaz-Solis -- one-quarter released time, fall, 1979

PROJECT BUDGET:

Total Allocation	$1,310.00
Expended -- 1978-79	-0-
Remaining	$1,310.00

PROJECT TOPIC: Guidelines for Perceptual Development Experiences in the Elementary Schools

Development of a booklet of guidelines used in teaching art-related experiences in the elementary schools.

Date of Approval: April 1979

PROJECT DIRECTOR: Lorraine Force, Art

PROJECT DESCRIPTION:

Previous Developments: As evident from the project topic, the goal is to develop guidelines for use as perceptual development experiences in the elementary schools. These would be assembled in booklet form to be used by at least three art classes, one class in both elementary and secondary education, and possible others as well. Each class will approach the material from different concerns. For example, the art classes will be using the content to identify current and pertinent research problems in art education and in terms of appropriate testing for art education goal. Elementary Education 2020, Art in the Elementary School, will be viewing the material from the idea of the classroom teachers' responsibilities for meeting the evaluative criteria of accreditation agencies. Secondary Education 3150, Art in the Secondary School, and the rest of the graduate courses will be examining the philosophies reflected in the material and relating the effects of the emerging changes in art education in the public schools as they will affect their own professional careers.

This booklet will be sold to students through the ASU bookstore. It will be field tested by our students for possible later use by the National Art Education Association in an effort to establish guidelines for elementary schools.

Current Developments: Since this project was just approved in April of this year, preparation of this booklet has not really started yet. It is hoped that the booklet will be available for distribution in the fall of 1979.

PROJECT EVALUATION:

Each part of the guidelines will be examined by the National Art Education Association Committee. Then parts will be published nationally with requests for input from all art educators and art education organizations. The paper will be discussed, revised, published and re-published with revisions, and eventually finalized and accepted by the National Art Education Association. Within the ASU Art Department, graduate students, undergraduates and faculty will have constant input in terms of revisions and further development.

PROJECT STATUS: Ongoing

PROJECT BUDGET:

Total Allocation	$450.00
Expended -- 1978-79	-0-
Remaining	$450.00

PROJECT TOPIC: History of Costume

Purchase of History of Costume slide set and development of supplementary instructional materials.

Date of Approval: May 1979

PROJECT DIRECTORS: Susan Cole, Communication Arts
Celia Roten, Home Economics
Noyes Long, Art

PROJECT DESCRIPTION:

The History of Costume slide set presents key aspects of dress from ancient Egypt up to 1930 in a five-volume collection. It will be the basic resource in this project. The set has been ordered and will be used in classes during the 1979-80 academic year. Notes regarding ways to effectively use the set and ideas to consider in preparing supplementary materials will be made throughout the year. Preparation of instructional tapes (about five 30-minute tapes for each volume) is planned for May/June 1980. Most of the funds for the slide set purchase were provided by Belk Library and the Departments of Communication Arts, Home Economics, and Art. A credit with the Center for Instructional Development has been established to provide funds to make slide duplicates for a vault copy of the collection and to prepare the supplementary materials.

PROJECT EVALUATION:

Evaluation of the project will look at the effectiveness of the project materials in classroom teaching of costume design and history. Indicators of this would be what and how many classes made use of the materials, the number of students affected, and subjective evaluation by students and faculty.

PROJECT STATUS: Ongoing

PROJECT BUDGET:

Total Allocation	$1,260.00
Expended -- 1978-79	2.25
Remaining	$1,257.75

PROJECT TOPIC: Videotaped Programs for Improving Instruction in Industrial Arts and Technical Education

The development of a series of videotapes of selected demonstrations by the faculty of the Industrial Arts Department and by visiting craftsmen in residence for instructional purposes.

Date of Approval: May 1979

PROJECT DIRECTOR: Carl Moeller, Industrial Arts and Technical Education

PROJECT DESCRIPTION:

Plans for the project are twofold. The first area involves videotaping of equipment demonstrations by faculty from the Department of Industrial Arts and Technical Education. These videotapes will be used as part of the course content providing students with opportunities to review demonstrated skills. Also, videotapes of artists and craftsmen in residence and their particular skills will serve to enrich the program for future students as well as the students currently enrolled in classes taught by the artists or craftsmen.

PROJECT EVALUATION:

The evaluation of the videotapes will be made jointly by the faculty and the students to determine the benefit of this approach for improving instruction. It is anticipated that the evaluation would be accomplished each semester to provide feedback on changes in the program.

The program is expected to be continuous, eventually leading to development of a tape library for use by faculty and students. The number of tapes produced each year will depend upon scheduling and the response of students.

PROJECT STATUS: Ongoing

PROJECT BUDGET

Total Allocation	$536.00
Expended -- 1978-79	-0-
Remaining	$536.00

PROJECT TOPIC: Film Catalog Project

Provide a catalog of films and videotapes held by the film library.

Date of Approval: May 1979

PROJECT DIRECTOR: Gaye Golds, Belk Library

PROJECT DESCRIPTION:

The intent of this project is to produce a film catalog containing a complete listing of the films and videotapes held by the Film Library, as well as the videotapes housed in the Center for Instructional Development. The catalog will indicate the Dewey classification number, accession number, descriptive information and a brief synopsis of each film.

A maximum of 200 copies will be produced for distribution of two copies to each department on campus. Also, appropriate academic offices, Belk Library, the Film Library, etc. would be supplied with copies.

PROJECT EVALUATION:

An evaluation of the catalog will be reflected in increased usage of the present film collection and in the ensuing greater interest in building a larger collection to support classroom teaching.

PROJECT STATUS: Ongoing

PROJECT BUDGET:

Total Allocation	$1,900.00
Expended -- 1978-79	-0-
Remaining	$1,900.00

PROJECT TOPIC: Graphic Presentations on Old and Rare Books

The development of a slide/tape presentation on old and rare books.

Date of Approval: April 1979

PROJECT DIRECTOR: Clemens Gruen, Industrial Arts

PROJECT DESCRIPTION:

This project involves photographing collections of old and rare books at Catholic University and the Smithsonian in Washington, D.C. Both institutions indicated a need for slide/tape presentations about old and rare books and offered their collections as resources for such a production. The production of a series of slide/tape presentations would have value for Appalachian State University in that they could be used as teaching aids for graphic arts classes, commercial art and history classes, educational media classes, and for those with a special interest in old and rare books. After securing the photographs, they will be edited into programs listed above; narrations will be added and several copies of each program will be made so that each participating institution may have a copy or copies as needed.

PROJECT EVALUATION:

Evaluation will be made at a later date when the finished product has been utilized.

PROJECT STATUS: Ongoing

PROJECT BUDGET:

Total Allocation	$1,310.00
Expended -- 1978-79	-0-
Remaining	$1,310.00

PROJECT TOPIC: Microcomputer CAI

The development of a microcomputer-based learning laboratory.

Date of Approval: April 1979

PROJECT DIRECTOR: Robert Nicklin, Physics

PROJECT DESCRIPTION:

This project would be the first experimental step in developing a microcomputer-based learning lab capable of providing individualized, interactive instruction to an entire classroom of students. This first microcomputer would be placed in the Center for Instructional Development with the project director doing the basic groundwork to implement computer assisted instruction on microcomputers. If the experimental aspect of this effort is a success, the project director will be responsible for seeking outside funding to provide twenty-four other proposed microcomputers.

PROJECT EVALUATION:

The project could be considered a success if, after becoming familiar with the potential that CAI on microcomputers has to offer college instruction, five faculty from various departments would be willing to commit themselves to developing or adapting CAI materials for some of their classes.

PROJECT STATUS: Ongoing

PROJECT BUDGET:

Total Allocation	$3,150.00
Expended -- 1978-79	-0-
Remaining	$3,150.00

PROJECT TOPIC: Videotapes of Lectures on "The Aims of Philosophic Education"

The production of six videotapes of lectures in introductory and advanced philosophy courses.

Date of Approval: May 1979

PROJECT DIRECTOR: Frans van der Bogert, Philosophy and Religion

PROJECT DESCRIPTION:

This project will involve videotaping six lectures for use in introductory and advanced philosophy courses. Due to the generosity of the F. J. Matchette Foundation and that of a number of the colleges, departments, and offices of Appalachian State University, six distinguished lecturers will deliver talks this summer on the aims of philosophic education. Since these lectures are concerned with the development of curriculum and improving instruction not only in the area of philosophy, but in related disciplines, it seems desirable that ASU should make and keep a permanent record of the lectures.

Because these lectures are intended for a general audience, they will make a valuable resource. An interest in the tapes has been expressed by faculty members in both history and general studies.

PROJECT EVALUATION:

Evaluation of the tapes as instructional aids will be undertaken by means of polling student response in the classroom and by polling faculty members.

PROJECT STATUS: Ongoing

PROJECT BUDGET:

Total Allocation	$350.00
Expended -- 1978-79	-0-
Remaining	$350.00